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PGC 5.3 EDUCATIONAL GUIDANCE AND DIVERSITY

MODIFICATIONS COMPARED TO THE PREVIOUS VERSION		
EDITION	DATE	REASON FOR CHANGE
01	03/09/2015	Initial version
02	20/09/2023	The procedure is renumbered, expanded and renamed (until now PGC6 Attention to diversity), the indicators are modified and the procedures are redefined according to the new services of the Field.
<div> <div> Elaborated:  Director of Quality Date: 20/09/2023 </div> <div> Reviewed:  Vice-Rector, Faculty and Research Date: 20/09/2023 </div> <div> Approved:  Rector Date: 20/09/2023 </div> </div>		

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1. OBJECT

The purpose of this procedure is to establish the mechanisms to provide its services to all students, including in its functions the attention to diversity in its attention to students with specific educational support needs (ACNEAE).

2. SCOPE

This procedure applies to all the Bachelor's Degree and Postgraduate qualifications offered by the Universidad Europea de Canarias and to all the actions carried out to give advice both to its students and to the different Departments of the institution that interact with them.

3. RELATED DOCUMENTATION/APPLICABLE REGULATIONS

- ✓ Internal Quality Assurance System Documentation
- ✓ Organic Law 2/2023, of 22 March, on the University System.
- ✓ 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
- ✓ Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC (General Data Protection Regulation).

4. DEFINITIONS


- ✓ **ACNEAE:** Pupils with specific educational support needs.
- ✓ **ATE:** Student Affairs. This service is used to respond to and coordinate solutions to incidents opened by students.
- ✓ **University Ombudsperson:** Person in charge of safeguarding and protecting the rights and freedoms of the student body.
- ✓ **SEN:** Specific educational support needs.
- ✓ **Student Affairs Platform:** Platform for Student Affairs requests and complaints.
- ✓ **UCCA:** Academic Compliance and Quality Assurance Team
- ✓ **UEC:** Universidad Europea de Canarias

5. DEVELOPMENT OF THE PROCESS

5.1. General

The Educational Guidance and Diversity Unit provides support to UEC 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 and Diversity Unit carries out different actions throughout the academic year to support students in their university life. One of the

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The main action is the monitoring of all our students, carrying out specific actions for underachievers and late entrants.

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 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 Universidad Europea de Canarias is another focus of action, as well as providing students with specific educational support needs with the technical and human resources that allow them to make the most of their formative stage at the University, within the real possibilities of the Universidad Europea de Canarias.

The Educational Guidance and Diversity Unit provides its services to all the students of the UEC including in its functions the attention to diversity in its attention to students with specific educational support needs (ACNEAE). The identification of students is carried out in the following ways:

Admission and Enrolment

Each student who requires it will receive specific information from their counsellor about the resources and assistance that the Educational Guidance and Diversity 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 and Diversity Unit. Likewise, they must apply the procedures that guarantee the protection of confidential student information.

Students should contact the Educational Guidance and Diversity Unit at any time during the academic year on a voluntary and proactive basis, as this is an on-demand service. Students with Special Educational Needs who require non-significant adaptations should contact us at least one week before their assessment tests are due to be carried out, in order to ensure that they have sufficient time to prepare and communicate them.

Academic Advisor

Degree academic advisors shall inform students who require educational support of the services of the Educational Guidance and Diversity Unit whenever they require it. They must also apply the procedures that guarantee the protection of students' confidential information.

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5.2. Performance

Below is a description of the process that students must follow in order to be attended to by the Educational Guidance and Diversity 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.

5.3 Identification of needs

Students or their families can contact the Educational Guidance and Diversity Unit of the UEC by email at orientacioneducativa.uec@universidadeuropea.es

Being of legal age, the student and/or his/her family should be responsible for contacting the Educational Guidance and Diversity Unit and assume that only he/she/they, out of respect for the confidentiality of their possible needs, should establish 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 demonstrate with an official document the type of specific educational need that 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 with a sworn translation into Spanish.

In addition, the student will sign a request for support from the Educational Guidance and Diversity Unit and an authorisation to inform appropriate persons of their circumstances, both documents and all measures taken to respect the student's confidential information are covered by the Data Protection regulations.

In the attention to ACNEAE, the Educational Guidance and Diversity 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 and Diversity Unit will hold regular meetings with the Faculty and the Academic Advisor to follow up on the students who are being attended by the Unit.

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

5.3. Curricular adjustments

Adaptations that may arise during the interview with the student:

- Access adaptations: these 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.

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5.4. Follow-up

The level of compliance with the personalised action plan agreed with the student and the teams collaborating in the assistance provided is reviewed every six months. The results are communicated to the teaching staff so that, where appropriate, specific improvement actions can be implemented.

The student is obliged to have at least one meeting per semester with the Unit for this follow-up work.

5.5. Awareness-raising and Training for the University Community

With the aim of involving the community in awareness-raising and training on Ability diversity, the Unit, with the collaboration of HR and the Office of the Vice-Rector for Faculty and Research, prepares Training in the subject of Attention to Diversity, through which it seeks to raise awareness and inform the different stakeholders of the University. The training is given by staff from the Unit, University teaching staff, ambassadors of the Unit and external professionals.

The Unit is also preparing Training on SEN 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.

Specificities per centre

School of Architecture

NA

School of Social Sciences

NA

School of Health Sciences

NA

6. REVIEW AND IMPROVEMENT OF THE PROCESS


The level of compliance with the personalised action plan agreed with the student and the teams collaborating in the support provided is reviewed every six months. The results are communicated to the teaching staff so that, where appropriate, specific improvement actions can be implemented.

The Unit sends out a Satisfaction Survey to students who have been attended to, which consists 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.

7. COMMUNICATION

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

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- *Dissemination aimed at students:* the Educational Guidance and Diversity Unit and all that surrounds and involves it will be made known through:
 - Welcome Week
 - Orientation Week
 - Information brochures
 - Website
- *Dissemination aimed at Teachers:* the Educational Guidance and Diversity Unit and all that surrounds and involves it will be made known through:
 - Orientation Week
 - Attendance at talks at Welcome Week
 - Teaching staff
 - Faculty/School Boards
 - Specific Training Programme on Educational Guidance and Diversity

8. INDICATORS

- PGC 5.3-IND01 Number of students served
- PGC 5.3-IND02 Number of curriculum adjustments made
- PGC 5.3-IND03 Number of trainings for students/workshops held
- PGC 5.3-IND04 Number of students attending training courses.

9. RESPONSIBILITIES

- Process Owner: Educational Guidance and Diversity Unit
 - ✓ Compliance with this procedure
 - ✓ Attention to the whole student body and ACNEAE
 - ✓ Design and implementation of extra-curricular training resources
 - ✓ Design of the Training Plan for Attention to Diversity Educational Guidance and Diversity
 - ✓ Ensuring the protection of information on the subject of confidentiality
- Participants in the process:
 - Faculty and Academic Advisor:
 - ✓ Carry out the adjustments agreed and communicated by the Educational Guidance and Diversity Unit.
 - ✓ Ensuring the protection of information in the subject of confidentiality
 - ✓ To inform all students and students with special needs about the services of the Educational Guidance and Diversity Unit.
 - ✓ Assistance in administrative processes
 - HR - Training:
 - ✓ Registering Training in the employee portal
 - ✓ Classroom allocation
 - ✓ Attendance report
 - ✓ Payment of speakers
 - Legal Affairs:
 - ✓ Review of Educational Guidance and Diversity documents

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10. RECORDS

The following records are generated in application of this procedure and are evidence of its effective implementation:

RECORDS			
RECORD NAME	WHO ARCHIVES	SUPPORT	CONSERVATION TIME
Documents for engagement, disengagement and monitoring	Educational Guidance and Diversity Department	Digital	3 years
List of students attended / Minutes of attendance	Educational Guidance and Diversity Department	Digital	3 years
List of Training courses carried out	Educational Guidance and Diversity Department	Digital	3 years
List of late entrants	Educational Guidance and Diversity Department	Digital	3 years
List of low performing students contacted	Educational Guidance and Diversity Department	Digital	3 years

11. ANNEXES

Not applicable.