

GENERAL INFORMATION	
Title	PIUNE-UAB. Supporting students with disability and SEN (Special Education Needs) in Higher Education.
Key words	disability; SEN; good practices; Higher Education; equal opportunities
Objectives	<p>To guarantee the inclusion and participation of students with disability and SEN in the university.</p> <p>To promote equal opportunities of students with disability and SEN in the university.</p> <p>To design action plans (services and resources) for answering needs for inclusion of students with disability and SEN in the university.</p> <p>To provide personalized and direct attention to students with disability and SEN in the university.</p>
Phase of studies <i>(Choose all phases it applies)</i>	Access <input checked="" type="checkbox"/> Retain <input checked="" type="checkbox"/> Graduation <input checked="" type="checkbox"/> Transition to work-life <input checked="" type="checkbox"/>
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Master's <input checked="" type="checkbox"/>
Level <i>(Choose all levels it applies)</i>	International <input type="checkbox"/> National <input type="checkbox"/> Institutional <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/>
Name of the institution	Universitat Autònoma de Barcelona (UAB)
Location <i>(City and country)</i>	Bellaterra (Cerdanyola Valles). Barcelona. Spain
Target group/s	University students with disability and SEN
Stakeholders involved	Support services at the University (specialized professionals, volunteers, etc.), Faculties, teachers, students, departments, research groups (COREs UAB) observatory for equality UAB, social entities, NGO, public bodies

<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>UAB is provided with a support unit to the inclusion of students with disability and SEN, named PIUNE, that design actions focus on removing barriers for inclusion, participation and academic development (e.g. architectural, methodological, attitudinal, communicative barriers) and providing the university community with:</p> <ul style="list-style-type: none"> ▪ Information and expert's psychopedagogical advice. ▪ Curricular adaptations (visual, hearing, mobility, methodological, etc.). ▪ Human resources (e.g. technical support staff, sign language interpreters, mentor student in activities attention to disability, etc.). ▪ Grants (economical resource) for supporting disabled students. ▪ Specific materials and support programmes (e.g. making accessibility guidelines and action protocols; programme of employment, etc.). ▪ Health supporting of students with psychological disabilities (autism, schizophrenia, etc.) by and in coordination with UAB's health service (SAS). ▪ Training actions for supporting students with disability and SEN. <p>Other service for supporting disability in the UAB is the ADUAB (Prodisability Association of UAB). It is an NGO that works, mainly, in the UAB's Campus of Bellaterra. Most of its members are students with disability although anyone can be part of this association. Its main goals are: 1) Making university members aware of disability; 2) Achieving the elimination of architectural barriers in the University.</p> <p>The actors of the process are the above aforementioned stakeholders; that is, all the university community and other social and state bodies (PIUNE-UAB and ADUAB). PIUNE-UAB is a programme that depends on the FAS-UAB (Solidarity Autonomous Foundation) and has its own web site where information about actions, programs, services, resources, triggering evidence, campaigns etc., for supporting the inclusion of students with disability and SEN, is available. That is, the institutional web site is the main university tool and platform for disseminating. PIUNE also works with the Observatory for Equality UAB.</p>
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A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>Universidad Autónoma de Barcelona (UAB). PIUNE service for supporting disability in the University: https://www.uab.cat/web/viure/atencio-a-la-discapacitat/piune-servei-d-atencio-a-la-discapacitat-1093537162210.html http://www.uab.cat/web/discapacitat-1256191998681.html http://www.uab.cat/doc/tripticPIUNE</p> <p>Universidad Autónoma de Barcelona (UAB). Observatory for equality UAB</p>
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	<p>http://www.uab.cat/web/the-observatory-/pdf-documents/disability-1345697879756.html</p> <p>Universidad Autónoma de Barcelona (UAB). ADUAB service for supporting disability in the University: http://www.uab.cat/web/viure/atencio-a-la-discapacitat/associacio-prodisminu-ts-de-la-uab-aduab-1093537162217.html</p>
<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>The origin of PIUNE programme is in 1993 like a programme for the inclusion of university students with SEN. From this year PIUNE has been working in the UAB, without breaks, and improving its services and programmes. In other words, its maturity level is advanced.</p> <p>PIUNE implements its services and programmes along the entire stay of the student at the university (every academic year).</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>The last number of students is from 2014-2015. A total of 169 students were involved in the PIUNE (its services and programmes). It is a representative number, approximately 55%; according to the number of students with disability enrolled in the UAB in 2015 (300 approximately).</p>
<p>A4. SCALABILITY (“volume”) <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>PIUNE provides with support to all the university community (not only to students with disability and SEN, but also to teachers or other students and/or agents, who ask for supporting related to disability or SEN). According to a wider context, it is worth noting that Spanish universities and other non-university but educational institutions are provided with support units like PIUNE that develop similar actions and programmes, therefore it is possible to affirm that this type of good practice can potentially be scaled up and practiced in a wider scale.</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>This type of good practice can potentially be transferred and applied to other groups, other institutions and society. At the same time, this good practice requires the collaboration of multiple agents, services and institution from in and out of the university. And also, for example, we can identify multiple similar initiatives like PIUNE in other universities although it is difficult to identify which of these initiatives have inspired to.</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how</i></p>	<p>Every Support Unit has their own evaluation mechanisms for their actions and programmes (internal reports, surveys, studies, etc.). In this case, PIUNE depends on FAS, who makes their internal reports but also works with the Observatory for equality UAB; both PIUNE and Observatory are working together in the validation of the second action plan for equal opportunities of university disabled students (this is an example of institutional assessment mechanism). For</p>

<p><i>various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>example, according to the 2013-2014 activity report of FAS, the number of disabled students helped by PIUNE is increased every year, and the type/variety of disabilities increases too. In 2013-2014, PIUNE helped 163 of 300 enrolled disabled students (76 were new students); in 2010-2011 the number of students were 93, 119 in 2011-2012, and 127 in 2012-2013. Likewise, PIUNE payed attention to 163 different types of disability (51% were physical and sensorial disabilities, 13% mental disability, 25% learning disorders, and 9% others). It is obvious the positive impact on university community and on students with disability (regardless of their disability) and SEN. In fact, this good practice is due to the generalized awareness of UAB having about their institutional responsibility towards inclusion and the participation of students with disability and SEN in the higher educational contexts.</p> <p>For more information, see <i>activity reports of FAS</i> in http://www.uab.cat/web/actualitat/memoria-1289975633498.html</p>
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<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>PIUNE - UAB fas.piune@uab.cat Phone: + 34 93 581 26 97 Address: Plaça Cívica. Local 02. Campus UAB. 08193 Bellaterra (Cerdanyola del Vallès)</p>
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B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

	Very weakly	Weakly	Well	Very well
<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>B1.2 Rights <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

B1.3 Access <i>Rate and Justify (max. 70 words)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
<p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<p>Precisely, gain access to the curriculum, learning, academic, social, cultural, support and financial resources is one of the crucial action axes of PIUNE that provides students with disability and/or SEN with:</p> <ul style="list-style-type: none"> ▪ Information and expert's psychopedagogical advice. ▪ Curricular adaptations (visual, hearing, mobility, methodological, etc.). ▪ Human resources (e.g. technical support staff, sign language interpreters, mentor student in activities attention to disability, etc.). ▪ Grants (economical resource) for supporting disabled students. ▪ Specific materials and support programmes (e.g. making accessibility guidelines and action protocols; programme of employment, etc.). 			
B1.4 Equity <i>Rate and Justify (max. 70 words)</i> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p>PIUNE works for promoting equal opportunities of students with disability and SEN in the university. That is, equal opportunities could be considered the moto of PIUNE.</p>				
B1.5 Participation <i>Rate and Justify (max. 70 words)</i> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
<p>PIUNE also works for guarantying the inclusion and participation of students with disability and SEN in the university and works for increasing students' sense of belonging and connectedness as members of the university community.</p>				
B2. COLLABORATION <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i>	<p>PIUNE collaborates with different stakeholders (UAB's services and professionals, and also other entities). To name a few:</p> <ul style="list-style-type: none"> ▪ UAP (psychopedagogical advice unit) ▪ SAS (health service) ▪ Support services at the University (specialized professionals, volunteers, etc.) ▪ Faculties, teachers, students, departments ▪ Observatory for equality UAB ▪ Private companies ▪ ECOM (Catalan foundation for disability) ▪ Department of Social Action of Catalan Government ▪ Ministry of Education ▪ (...) <p>These different stakeholders and entities collaborate among themselves within the framework of projects such as:</p>			

	<ul style="list-style-type: none"> ▪ <i>'Impuls' programme</i> that involves private companies. ▪ <i>'Personal aid assistance'</i> for transitioning from volunteer students' assistance to professional assistance and involving social entities like ECOM. ▪ <i>'Tutoring Action Plan for disabled students'</i> that involves different UAB Faculties and teachers. <p>See description and more information of these examples of collaboration in: http://www.uab.cat/web/discapacitat/projectes/descripcio-1284013939078.html</p>
<p>B3. STUDENT SATISFACTION <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i></p>	<p>Student perception of PIUNE service is good. The best evidence of this is the increased number of disabled students enrolled in the UAB who are using this service and its programmes (see information in A6. Assessment section of this form).</p>
<p>B4. STUDENT WELLBEING <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>Obviously, PIUNE initiative and its services, programmes, etc. have a huge influence on students' psychological, social, academic and physical wellbeing. This service provides disabled students and students with SEN with personal and academic resources such as adaptations (according to their own needs), tutoring supports, and others. There are significant evidences about how their opportunities of integration and participation in the university community are increased.</p>
<p>C. FINAL REFLECTIONS (based on the previous description of your good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>Stakeholders' involvement and the collaboration among themselves, institutional sense and institutional support, awareness of all the university community, to give some examples of success factors.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>PIUNE's service contributes to social sustainability of UAB because it makes possible the inclusion of university students with disabilities and other SEN in the university community and their academic success. At the same time, PIUNE requires the support not only of the university community, but also of external stakeholders (public and private social, political and economic agents, institutions and entities).</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>May be, one of the challenges for PIUNE service is to reach and involve the entire university community; that is, students (with and without disabilities and/or SEN), teachers, faculties, administration services, etc.</p>

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)