

Chapter V

Code of Equal Opportunities for Students with Disabilities

Purpose of the Code

- (1) The Code of Equal Opportunities for Students with Disabilities (hereinafter referred to as the "CEOSD") sets out the procedure to be followed to ensure equal opportunities for students with disabilities and the rights and obligations of the parties.

Scope of the Code

1.§

- (1) Regardless of the form of financing, the scope of the CEOSD covers all full-time, correspondence and distance learning (Hungarian and non-Hungarian (according to the applicable legal provisions) students with a disability in all degree programmes including higher vocational education, postgraduate specialist course and doctoral studies who:
 - a) have a serious and permanent sensory, communication, physical or psychosocial impairment or accumulation of such impairments, as defined in Article 4 (a) of Act XXVI of 1998 on the Rights of Persons with Disabilities and Ensuring Equal Opportunities for Persons with Disabilities, or have a significant limitation in their communication giving permanent disadvantage in their active participation in social life, and
 - b) are disadvantaged as defined in HEA.
- (2) The scope of the CEOSD only applies to applicants to university under an express provision. The exemptions granted during the admission procedure are set out in the Admission Regulations of ARS.
- (3) The scope of the CEOSD also covers those whose student status ended and who are unable to fulfil the conditions for the award of the degree due to their disability (hereinafter referred to in paragraphs (1) to (3) together as "student").

Related documents

2.§

- (1) Documents related to CEOSD:
 - Act No CCIV of 2011 on National Higher Education (hereinafter referred to as HEA.),
 - - Government Decree No. 87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on national higher education (hereinafter: Vhr.),
 - - Government Decree No. 423/2012 (XII. 29.) on the higher education admission procedure (hereinafter referred to as Fr.),
 - - Act XXVI of 1998 on the Rights of Persons with Disabilities and Ensuring their Equal Opportunities,
 - - Act No. CXXV of 2003 on equal treatment and the promotion of equal opportunities (hereinafter referred to as: ETA).

Definitions

3.§

(1) According to CEOSD:

- a) *student (applicant) with a disability*: a disability such as a musculoskeletal, sensory or speech impairment, a cumulative disability, an autism spectrum disorder or other mental disability (severe learning, attention or behavioural disability);
- b) *student with multiple disadvantages*: a person who has not reached the age of 25 by the deadline for applications for admission and who is considered to be multiply disadvantaged as defined in the Act on the Protection of Children and Guardianship Administration; the provisions of this point shall apply for the first time to the general admission procedure for applications for higher education for the academic year 2015/2016 and to students who have started higher education studies after that date, provided that until the end of 2015/16 admission procedure the first year student (starting his/her studies in September 2015) can be considered as (multiply) disadvantaged according to the provisions effective on June 30 2014.
- c) *disadvantaged student*: a person who has not reached the age of 25 by the deadline for applications for admission and who is considered to be disadvantaged as defined in the Act on the Protection of Children and Guardianship Administration; the provisions of this point shall apply for the first time to the general admission procedure for applications for higher education for the academic year 2015/2016 and to students who have started higher education studies after that date, provided that until the end of 2015/16 admission procedure the first year student (starting his/her studies in September 2015) can be considered as (multiply) disadvantaged according to the provisions effective on June 30 2014.
- d) *mentor programme*: a specific form of training in which a student or teacher of a higher education institution provides assistance to a disadvantaged student.

Persons and bodies involved in matters concerning students with disabilities

Equal Opportunities Committee

4.§

- (1) To ensure equal opportunities, the Senate shall establish an Equal Opportunities Committee (hereinafter referred to as "EOC Committee"). The task of the EOC shall be to ensure the conditions necessary for respecting, preserving and strengthening the human values and dignity of students and civil servants of the university, to develop proposals and measures necessary for the implementation of the provisions of the Equal Opportunities Act, and to monitor the effectiveness of the measures. The EOC pays particular attention to persons and groups with the most vulnerable characteristics to discrimination (students and workers with disabilities, women, persons belonging to ethnic groups, socially disadvantaged persons).
- (2) The EOC is the proposing, coordinating and monitoring body of the Senate, and in the case of applications from students with disabilities, it is the decision-making body of first instance.
- (3) The procedure for the election and the composition of the EOC is laid down in the Rules of Organisation and Operation.
- (4) EOC shall:

- a) decide on requests from students with disabilities for additional training, study and examination requirements that differ in part from the qualification requirements;
 - b) b) makes recommendations to the Rector and the Director General of Economics, as the decision-maker, on the basis of the ARS, RBS, on the use of normative support for the study of students with disabilities, the purchase of material equipment for assistance, the development of services and monitors the use of the support, reporting annually to the Senate;
 - c) c) make recommendations to the Rector and the Director General of the Economy, as decision-makers, to improve equal opportunities for students with disabilities, disadvantaged students and students with multiple disadvantages;
 - d) d) create the Equal Opportunities Plan, monitor its implementation and, if necessary, propose amendments to the Senate;
 - e) e) prepare the EOC, monitor its implementation and, if necessary, make proposals to the Senate for its amendment;
 - f) f) assess the situation of students with disabilities and report to the Senate as decided by the Rector;
 - g) conducts a preliminary conciliation about the procedure for annulment of a decision which infringes the principle of equal treatment in case of the student
- (5) The decisions of the EOC shall be issued by the President of the ECO, and the decision is authorized by the Secretary of the EOC.
- (6) The rules of procedure of the EOC shall be laid down in the Rules of Procedure of the EOC. The rules of procedure of the EOC shall be made available to students.

University coordinator

5.§

- (1) The university coordinator (hereinafter referred to as the "coordinator") shall be responsible for assisting students with disabilities in their studies.
 - (2) The coordinator shall have a higher education degree and disability competences or professional experience in disability.
 - (3) The Coordinator shall be appointed for a term of four years by the Rector, with the approval of the Director General of Economic Affairs, on the recommendation of the Vice Rector for Education, Training Development and Academic Affairs.
 - (4) The coordinator shall not receive any special remuneration for the performance of his/her duties.
- (5) Tasks of the coordinator:
- a) act as secretary/chairperson of the Equal Opportunities Committee.
 - b) participate in the assessment of applications from students with disabilities;
 - c) is in contact with students with disabilities and their supporters;
 - d) provide assistance to students with disabilities in their studies and examinations, and organise the counselling services requested by students during term time,
 - e) to propose to the Rector and the Director General of Economics, as decision-makers, the use of normative support for the studies of students with disabilities, the purchase of equipment and the provision of services;

- f) regularly inform the Rector about the situation of students with disabilities, and prepare an evaluation report on the situation of students with disabilities, with the involvement of the EO every academic year;
- g) in compliance with the data protection provisions, keep records of the number of disabled students, provide data to the maintaining authority and the FIR, and is responsible for the statistical data reporting in the year under review;
- h) is in daily contact with the relevant staff of the maintenance body, the coordinators of other higher education institutions and the relevant authorities;
- i) attends the professional conferences organised for coordinators.

Equal opportunities of students

Ensuring equal opportunities for students with disabilities

6.§

- (1) The university shall, on the recommendation of the coordinator and on the basis of a joint decision of the Rector and the Director General of Economics, make continuous improvements to eliminate the shortcomings resulting from the various conditions.
- (2) The student may apply for normative support for the study of students with disabilities in accordance with the Academic Regulations for Students, Reimbursement and Benefits for Students.
- (3) A student who is entitled to use an accessible physical and info-communication environment due to his/her disability may, on the basis of a professional opinion, request partial or total exemption from the fulfilment of his/her study obligations or examinations or permission to fulfil them in another way. The EOC shall decide on the application within 30 days on the basis of the expert opinion submitted in accordance with the Regulation.

Preferential eligibility requirements

7.§

- (1) The university may, upon request, set requirements for a student with a disability that differ from the curriculum requirements in whole or in part, or - with regard to Section 41 of the HEA.
- (2) A student with a disability shall be given preference in the evaluation of applications for support for academic student activities as defined in the ARS, Reimbursement and Allowance Regulations.
- (3) For students with disabilities:
 - (a) they shall be provided with partial or total exemption from the practical requirements, or other forms of exemption, as provided for in the EOC;
 - b) written examinations may be replaced by oral examinations and oral examinations by written examinations;
 - (c) students may be exempted from geometric and drafting tasks if they are unable to use the necessary tools, but knowledge of the rules may be required orally;

- (d) the use of special equipment (in particular special exercise books, typewriters, computers) and a desk with a tilting, adjustable, non-slip surface accessible by wheelchair or other assistive devices for solving written tasks;
- (e) where necessary, a longer preparation period than that laid down for non-disabled students, or a personal assistant;
- (f) the student shall be exempted from taking the language examination or part or all of the language examination;
- (g) the student may be exempted from tasks requiring manual skills by understanding that theoretical knowledge may be required;
- (h) the student may be assisted by a personal assistant for institutional administration.

For a hearing impaired (deaf or hard of hearing) student:

- a) the written examination must be offered instead of the oral examination;
- b) the student may be exempted from the requirement of the state-recognised language examination or part or all of its requirements;
- c) at the request of the student, a sign language interpreter must be provided for oral examinations;
- (d) for the purposes of clarity and comprehension, questions and instructions must be presented to the student both orally and in writing;
- (e) the provision of aids (e.g. interpreting dictionary, calculator) and visual aids is required for all examinations;
- (f) if necessary, a longer preparation period than the one set for non-disabled students should be provided;
- (g) students may use the services of a personal assistant, note-taking interpreter or sign language interpreter for the administration of the institution;
- (h) the student may request partial or total exemption from the practical requirements or request that they be fulfilled in another form.

(4) For visually impaired (blind, partially sighted) students:

- (a) the possibility of oral examinations instead of written examinations and the use of special technical equipment in the case of written examinations;
- (b) a student may be partially or fully exempted from certain practical requirements due to a disability, or may be replaced by the fulfilment of appropriate (non-practical) requirements;
- c) the student may be exempted from manual, visual, geometric and editing tasks, but knowledge of the rules may be required orally;
- (d) during lectures, exercises and examinations, access to questions and items on tape, disk, dot-matrix or enlarged, adequate lighting, personal assistance and, where necessary, longer preparation time than the preparation time for non-disabled students;
- e) the student may be assisted by a personal assistant for the administration of the institution;
- (f) the student may be exempted from the requirement of the state-recognised language examination or part or level thereof.

(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 dyslalia, 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 its level;
- (c) the provision of a longer preparation period than the one laid down for non-disabled students;
- (d) the provision of a personal assistant for the administration of the institution.

(6) Discounts for students with mental retardation:

- a) a student with dyslexia-dysgraphia-dysorthography:
- (b) an oral examination instead of a written examination or a written examination instead of an oral examination;
- c) in the case of a written examination, a longer preparation period than the preparation period for non-disabled students;
- (d) the provision of the necessary aids (in particular computer, typewriter, spelling dictionary, dictionary of synonyms, dictionary of synonyms) for the examination;
- (e) exemption from the language examination or part or level of the examination;
- (f) for a student with dyslexia:
- (g) exemption from computational tasks, but theoretical knowledge may be required;
- (h) the use, during the examinations, of all the aids with which the student has previously worked during his/her studies (in particular, tables, calculators, configurations, mechanical and manipulative tools) and the provision of extended preparation time;
- i) for students with hyperactivity and attention deficit:
- (j) an oral examination instead of a written examination or a written examination instead of an oral examination;
- (k) for students without disabilities, a longer preparation time than the preparation time for the examination;
- l) minimising the waiting time for examinations;
- (m) the use of special equipment and equipment necessary for the solution of written tasks;
- (n) allowing examinations of longer duration to be taken in several parts or allowing breaks or physical activity without leaving the examination room, or tolerating emotional expressions;
- o) separate examinations in isolation from other students;
- (p) depending on individual characteristics, during the oral examination, if requested by the student, writing down or repeating questions, breaking down complex questions into sub-questions, assistance in clarifying expectations and questions;
- (q) digital access to questions and items in lectures, exercises and examinations on a recording device;
- (r) the provision of staff assistance for institutional administration;
- (s) for students with behavioural dysfunction (socio-adaptive process disorders, emotional control, aggression towards self or others, anxiety, behavioural characteristics indicating poor self-regulation, adaptive skills, goal-directed behaviour, self-organisation and metacognition):
- t) substitution of the written test with a written test for the oral test,
- (u) substituting the oral test for the oral test, or allowing breaks, and tolerating individual impulses and emotional expressions;
- v) separate examinations in isolation from other students;

- w) during oral examinations, if requested by the student, writing down questions, clarifying expectations and questions, simplifying and clarifying the wording of questions and instructions;
 - x) longer preparation time than the preparation time for students without disabilities;
 - y) the provision of a personal assistant for the administration of the institution.
- (7) Discounts for students with autism:
- 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 a written examination, helping to clarify expectations and questions; in the case of an oral examination, presenting the questions and instructions in writing and simplifying their wording;
 - c) longer preparation time than the preparation time for non-disabled students;
 - (d) the use of special equipment (in particular voice recorders, computers, interpreting dictionaries, other assistive and information communication technologies) for both courses and examinations;
 - (e) exemption from the language examination or part or level of the examination;
 - (f) exemption from certain practical requirements or their replacement by appropriate non-practical tasks on account of difficulties resulting from a developmental disability;
 - (g) the provision of a personal assistant for the administration of the institution.
- (8) 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 qualification by a diploma in higher education vocational training, bachelor's and master's degrees, or a certificate attesting a qualification in higher education vocational education and training.
- (9) The extended preparation period shall be at least 30% longer than the period established for non-disabled students.
- (10) In the case of cumulative disability, any of the preferences provided in paragraphs (3) to (8) may be granted, taking into account the individual needs of the student.
- (11) In justified cases, upon request of the student and on the basis of the expert opinion, an additional or other benefit other than the benefits provided in paragraphs (3) to (8) may be granted to the student.
- (12) Exemption from the language examination or part or level thereof shall be granted to a former student with a disability who has passed a final examination and whose student status has been terminated but who has not passed the language examination required for the qualification.

Procedure for establishing and certifying disability

8.§

- (1) The type and extent of the disability of a student with a disability, whether permanent or temporary, shall be certified by a specialist certificate.
- (2) If the student's disability or special educational needs already existed during secondary education and he/she received a benefit for this reason during his/her studies or the matura examination, the disability or special educational needs shall be confirmed by

the county (capital) pedagogical specialised service institutions, or their member institutions acting as county or national expert committees (including their predecessors, the learning ability testing expert and rehabilitation committees and the national expert and rehabilitation committees).

- (3) If the student's disability or special educational needs did not exist during his/her secondary education or if he/she did not receive any benefits for his/her disability or special educational needs during his/her studies and graduation examination, the disability may be certified by an expert opinion issued by the rehabilitation expert body or its predecessors.

Ensuring equal opportunities for disadvantaged and severely disadvantaged students

9.§

- (1) Pursuant to Section 8 (p) and (q) of the EO Regulations, the university shall contribute to ensuring that students are not directly or indirectly discriminated against on the grounds of their social origin and financial situation, and pursuant to Section 27 (2) (e) and (f) of the EO, it shall ensure that the principle of equal treatment is applied in access to educational benefits.
- (2) In line with the RBS section of the Academic Regulations for Students:
 - a) when granting social assistance in cash,
 - b) when granting accommodation in a hostel,
 - c) on applications for transfer from a fee/self-financed course to a state-subsidised course/(part-)scholarship course:
 - d) preference should be given to students who are disadvantaged or cumulatively disadvantaged.

Mentoring programme

10.§

- (1) The university shall provide support for the development of the talents of disadvantaged students through a mentoring programme.
- (2) A disadvantaged student who has been admitted to or transferred to the university may receive assistance in his or her preparation for studies under the mentoring programme.
- (3) Within the framework of the mentoring programme, the university's lecturers and students (hereinafter referred to as "mentor") shall provide assistance.
- (4) The activities of the mentoring programme shall be coordinated by an organisation designated by the Minister. The contract between the Minister and the organisation coordinating the mentoring programme (hereinafter referred to as the mentoring organisation) shall contain:
 - a) the tasks of the mentoring organisation and the rules for financing its activities,
 - b) a general description of the activities carried out by the mentors, and
 - c) the individual competence requirements for mentors.
- (1) The contract with the mentoring organisation shall include:

- a) the contact obligations arising from the tasks undertaken,
 - b) the content, duration and remuneration of the mentoring assignment, and
 - c) the rights and obligations of the mentoring organisation.
- (2) The financial resources for the implementation of the mentoring programme shall be provided by the Ministry from the resources specified in point (i) of paragraph (4) of Article 84 of the HEA.
- (3) The mentoring organisation shall be covered by a contract with the student participating in the mentoring programme and the contract shall include:
- a) a description of the assistance provided in the framework of the mentoring programme, its regularity and the rules for its use,
 - b) the fees for special services provided on the basis of an individual request by the student,
 - c) the cases and legal consequences of termination of the contract,
 - d) the consent referred to in paragraph 8.
- (2) The student participating in the mentoring programme agrees that the mentoring organisation handling, in connection with the mentoring programme.
- a) the student's name and maiden name, place and date of birth, mother's maiden name, address, name of institution, details of training (name of course, level of training, type of training, work schedule),
 - b) average academic performance per semester,
 - c) the number of credits obtained,
 - d) the reason and date of termination of student status,
- The student also agrees that the mentoring organisation manage these data in relation to the mentoring programme and pass them on to the Ministry in order to monitor the implementation of the mentoring programme and to carry out technical and financial audits of the implementation of the mentoring programme.
- (3) The student participating in the mentoring programme shall notify the mentoring organisation of any changes in his/her personal data contained in the contract within 15 days of the change.
- (4) The coordinator of the mentoring programme at institutional level is the Centre for Teacher Education.
- (5) The mentor shall notify the Centre for Teacher Education of his/her participation in the programme and attach a copy of the contract, which shall form part of the personnel file. The list of mentors shall be published on the university's website.
- (6) The detailed rules for the operation of the EB shall be laid down in its rules of procedure.

Redress

Student Redress Committee (SRC)

11.§

- (1) The applicant may appeal against a first instance decision of the Committee in matters concerning students within 15 days (for an indefinite period in the case of a decision which infringes equal treatment requirements) of the date of notification or, failing this, of the date of knowledge.

- (2) The Student Redress Committee shall decide on the appeal. The rules governing the procedure of the Student Redress Committee are set out in the Academic Regulations for Students: the relevant section is called: „The procedure for the exercise of student rights and the fulfilment of student obligations, the processing of student applications, the procedure for student appeals.”

Remedies against a decision that breaches equal treatment requirements

12.§

- (1) Any decision taken in the course of the practical training by the managing authority or the institution in the student's affairs that violates the requirement of equal treatment is void. Any person may invoke the invalidity of a void decision without any time limits. Prior conciliation shall be sought before the annulment procedure is initiated.
- (2) The conciliation hearing shall be conducted in accordance with the Rules of Procedure of the EOC.
- (3) If the decision has been made by the University, an application for annulment can be requested from the SRC while, if the decision has been made by the organiser of the practical training or the Minister responsible for education, it can be requested from the court in charge. Students with disabilities are registered in the Neptun system. The Registrars' Office registers the name, location, date of the decision, type of disability and, in case of students applying to the EOC for an exemption from the language examination for the award of a diploma after termination of their student status and former students applying to the EOC for an exemption from the language examination for the award of a diploma after termination of their student status, they register the name, location, date of the opinion, type of disability and, in the case of students applying for an extension of the semesters with state support, they register the number of semesters extended.

Registration of a student with a disability

13.§

- (1) Students with disabilities are registered in the Neptun system.
- (2) The Registrars' Office registers the name, location, date of the decision, type of disability and, in case of students applying to the EOC for an exemption from the language examination for the award of a diploma after termination of their student status and former students applying to the EOC for an exemption from the language examination for the award of a diploma after termination of their student status, they register the name, location, date of the opinion, type of disability and, in the case of students applying for an extension of the semesters with state support, they register the number of semesters