



SUA
Slovak University
of Agriculture
in Nitra



Directive 8/2021

Ensuring generally accessible academic environment for students with specific needs at the SUA in Nitra

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I. General Provisions

Art. 1 Introductory Provision

This Directive lays down the principles of a generally accessible academic environment for students with specific needs, characteristics, rights and responsibilities of students with specific needs, the rights and responsibilities of the Slovak University of Agriculture in Nitra (hereinafter referred to as 'SUA') in ensuring a generally accessible academic environment for students with specific needs, the role and competence of coordinators for students with specific needs, the rights and scope of university staff and organisational units of the SUA in ensuring a generally accessible academic environment for students with specific needs.

Art. 2 Declaration on Equal Opportunities

- (1) In accordance with Section 100 of Act No 131/2002 on Higher Education and amending certain acts, as amended (hereinafter referred to as "the Higher Education Act") and Decree of the Ministry of Education, Science, Research and Sport of the Slovak Republic (hereinafter referred to as "MESRS SR") No 458/2012 Coll. on the minimum entitlements of a student with specific needs, the SUA creates a generally accessible academic environment and corresponding study conditions for students with specific needs without reducing the requirements for their study performance.
- (2) According to Act No 131/2002 Coll. on Higher Education, everyone has the right to study an accredited study programme at a university if he/she meets the basic conditions of admission to study and other conditions determined by the university. In determining these conditions, equal rights shall be guaranteed for all applicants for study and, in accordance with the principle of equal treatment, discrimination based on age, sex, sexual orientation, marital status and family status, race, colour, disability, language, political or any other opinion, national minority, religion or belief, trade union activity, national or social origin, property, birth or other status shall be prohibited.
- (3) The SUA in accordance with the legislation in force^{1,2} and the international obligations^{3,4,5} ensures the right to education for all. Persons with specific needs

¹ Act No 131/2002 on Higher Education institutions and amending certain acts, as amended

² Decree of the Ministry of Education, Science, Research and Sport of the Slovak Republic No 458/2012 Coll. on minimum entitlements of a student with specific needs

³ UN Convention on the Rights of Persons with Disabilities

⁴ Optional Protocol to the UN Convention on the Rights of Persons with Disabilities

⁵ Madrid Declaration

are persons for whom a physical or mental abilities limit their functioning in normal environments and common situations. The aim of the SUA is to increase the availability of study for study applicants and students with specific needs. In line with Goal 4 “Quality Education” of the UN Strategy Paper 2030 Agenda for Sustainable Development, the SUA provides inclusive, fair and quality education and promotes lifelong learning opportunities for all, with the help of collaborative educators sharing a common philosophy.

(4) To this end, the SUA shall take such steps as to ensure⁶:

- a) assisting students with specific needs to adapt to the university system of study and guidance throughout their studies, taking into account their individual specific requirements,
- b) removing physical, academic and cultural barriers and preventing the creation of new barriers,
- c) offset the consequences of existing barriers to the academic environment by applying reasonable modifications and providing support services to students with specific needs,
- d) providing advisory assistance to students with specific needs in study, professional, and, where appropriate, personal and psychological issues.

II. Students with Specific Needs

Art. 3 Students with Specific Needs

(1) A student with specific needs is a student⁷:

- e) with sensory, physical and multiple disabilities,
- f) with chronic disease,
- g) with health impairment,
- h) with mental illness,
- i) with autism or other pervasive developmental disorders,
- j) with learning difficulties.

(2) The group of people with specific needs includes study applicants and students with disabilities⁸. A student with specific needs is a student:

⁶ Long-term plan of the Slovak University of Agriculture in Nitra for the years 2016 – 2022

⁷ § 100 par. 2 of the Higher Education Act

⁸ Methodological guidelines of the Ministry of Education, Youth and Sports of the Slovak Republic for creating conditions for the support of students with special needs at universities

- a) with disabilities (visual, auditory, physical impairment, communication impairment; learning disorders, autism or other pervasive developmental disorders or multiple disabilities) which, in interaction with various barriers to the social environment, prevents the student's equal participation in the learning process and achievement of the desired outcomes compared to a student without disabilities,
 - b) chronic disease, mental illness and health impairment of a short, long-term or permanent nature for which he/she needs appropriate modifications and education support.
- (3) Applicants and students with specific needs are disadvantaged in accessing higher education as a result of their health handicaps combined with the resulting social factors. In order to overcome this disadvantage, they are dependent on reasonable modifications and support services without lowering their learning outcomes.

Art. 4 Characteristics of Students with Specific Needs

- (1) For the purposes of assessing the specific needs of students and subsequent decision on granting status to students with specific needs according to their membership of one of the groups referred to in Section 100(2) of the Higher Education Act, the different categories are characterised as follows⁹:
- a) A student with sensory, physical and multiple impairments is considered to be a student with visual impairment (blind and visually impaired), hearing impairment (deaf and hard-hearing), physical impairment (lower limbs and upper limbs, fine motor skills) and a student with multiple disabilities.
 - 1. A blind student is unable to use vision while studying and works with alternative formats of study materials (accessible electronic form, sound, point font, embossed form, etc.) and uses support/assistance technologies for the blind to work with study literature (screen reader, voice synthesis, braille line, recognition programme, printers with embossed output, etc.).
 - 2. A low-sighted student is able to use vision to a limited extent and works with standard study material formats that may require modification (e.g. enlarging the font, contrast adjustment of font and background, etc.), and uses compensation aids (e.g. magnifying glass) and support/assistance technologies (e.g. magnification program).
 - 3. A deaf student and a student with residual hearing uses different communication forms to communicate and obtain information. The primary language can be sign language, secondary language is spoken, or the primary form is spoken language using additional compensation

⁹ Annex to Ministry of Education of the Slovak Republic Decree No 458/2012 on the minimum entitlements of a student with specific needs.

mechanisms (lip reading). The student uses compensation devices (hearing apparatus, cochlear implant, radio communication system, etc.) and support services (interpreter, recorder).

4. When communicating and obtaining information, a hard-hearing student usually uses spoken language with the support of various compensating aids (e.g. hearing aids, cochlear implants, radio communication systems, etc.) and other communication forms (lip reading). In this group we also include people with post-lingual hearing impairments, whose communication form is spoken language.
 5. A student with a disability of the lower limbs (cannot walk independently) has a limited ability to move. He/she uses supportive aids (e.g. crutches, walkers) and/or wheelchairs (mechanical or electric). He/she may need the assistance of another person.
 6. A student with a disability of upper limbs has limited ability to write and take notes, to handle study materials and technology. He/she may need the assistance of another person.
 7. A multiple-disabled student has two or more types of disability that limit his/her ability to study under the standard regime, as they restrict him/her in receiving, processing and transmitting information and/or independent movement and orientation.
- b) In particular, a student with a chronic disease is considered to be a student with cystic fibrosis, epilepsy, multiple sclerosis, organ or tissue transplantation, cardiovascular disease, neurological disease, as well as other progressive diseases, which may cause frequent/long-term and irregular incapacity to work or negatively affect the ability to study in normal conditions.
- c) A student with health impairment is considered to be a long-term ill student with subsequent convalescence or reduced resistance to diseases, or a tendency to relapse or a student with health threats due to the influence of unsuitable environment, inappropriate life regimes, malnutrition.
- d) A student with mental difficulties or illness is considered to be a student whose current mental state or longer-term mental health disorder affects the ability to fulfil the study duties in a standard regime (e.g. problems with organising studies and managing study responsibilities). The list and characteristics of individual mental illnesses are available in the International Classification of Diseases (ICD 10).
- e) In particular, a student with autism or other pervasive developmental disorders is considered a student with an autistic spectrum disorder without mental retardation (e.g. Asperger syndrome) that affects his/her ability to fulfil his/her study responsibilities in the standard regime.
- f) A student with learning difficulties is considered to be a student with dyslexia, dysgraphia, dysorthography, dyscalculia, etc. (other learning disorders include e.g. dyspraxia, dyspinxia, dysmusia). Specific learning impairments is a general term indicating a group of disorders showing significant difficulties in reading, writing, counting, listening and communicating. ADD (attention deficit disorder) and ADHD (attention deficit hyperactivity disorder) are also often associated with learning disabilities.

III. Rights and Responsibilities of the SUA and Students with Specific Needs

Art. 5 Rights and Responsibilities of the SUA

(1) The SUA in Nitra has the right to¹⁰:

- a) protect academic standards that are specified in the approved accreditation file of a specific study programme and graduate profile,
- b) require that the knowledge, competences and skills of the applicant and of the student with specific needs meet the requirements for higher education level. Study support, reasonable modifications and support services must not reduce learning requirements,
- c) require from a student who, because of his/her specific needs, requests support, reasonable modifications or support services, to submit professional documentation from qualified professionals¹¹ (medical certificate, not more than 3 months old, findings of a psychologist, speech therapist or special pedagogue),
- d) not to grant a status of a student with specific needs if the student fails to submit the required documentation or if the documentation is not sufficient,
- e) refuse the provision of study support, reasonable modifications and support services where their nature and scope would result to reducing academic responsibilities and reducing the learning performance requirements of students with specific needs,
- f) refuse to admit a student to a study programme in the study of which he/she could endanger himself or persons in his/her surroundings.

(2) The SUA in Nitra is responsible for¹²

- a) ensuring specific conditions for carrying out the study responsibilities of students with specific needs without reducing the requirements for study performance¹³,
- b) creating a generally accessible academic environment¹⁴,
- c) improving the accessibility of study programmes, services, activities for the widest possible range of students, ensuring barrier-free access to the information needed to study and to the academic information system,

¹⁰ Methodical guidelines of the Ministry of Education, Youth and Sports of the Slovak Republic for creating conditions for the support of students with special needs at universities

¹¹ §100 par. 3 of the Higher Education Act

¹² Methodical guidelines of the Ministry of Education, Youth and Sports of the Slovak Republic for creating conditions for the support of students with special needs at universities

¹³ §100 par. 4 letter c) of the Act on Higher Education Institutions

¹⁴ §100 par. 1 of the Higher Education Act

- d) publishing up-to-date information on admission conditions, study and accessibility of the academic environment for students with specific needs in an accessible form; to this end, the university shall publish a list of the required knowledge, skills and competences expected from applicants, as well as a list of the required knowledge, skills and competences to be acquired by the student during his/her study,
- e) removing existing barriers, preventing the creation of new barriers and compensating for the consequences of barriers to the academic environment,
- f) providing of funds to create adequate study conditions for students with specific needs and the work of the coordinator¹⁵,
- g) taking measures to ensure the protection of the personal data of students with specific needs.

Art. 6 Rights and Responsibilities of Students with Specific Needs

(1) A student with specific needs has the right to¹⁶:

- a) access to information on study programmes,
- b) access to activities and services of a level comparable to that of ordinary students,
- c) access to essential information concerning the conditions for the admission for study and conditions for study, conditions created by the university for students with specific needs, and contacts for persons with specific needs,
- d) pre-admission advice and counselling and support during university study,
- e) support, reasonable modifications and support services for admission procedure¹⁷, study and examinations without reducing study performance requirements,
- f) individual approach of university teachers, individual learning practices, in particular individual teaching of selected subjects for students with sensory disabilities¹⁸,
- g) reduction or waving of tuition fees in justifiable cases if the study is longer than the standard duration of the study programme¹⁹, and the reason for the extension is the health disadvantage or current state of health of the student (when assessing the application, the student's learning outcomes are taken into account),
- h) protection of personal data related to health disadvantages and/or learning difficulties²⁰,

¹⁵ §16a par. 1 letter d) of the Act on Higher Education Institutions

¹⁶ Methodological guidelines of the Ministry of Education, Youth and Sports of the Slovak Republic for creating conditions for the support of students with special needs at universities

¹⁷ §57 par. 4 of the Higher Education Act

¹⁸ §100 par. 4 letter b) and d) of the Act on Higher Education Institutions

¹⁹ §100 par. 4 letter e) of the Act on Higher Education Institutions

²⁰ Act no. 18/2018 Coll. on the protection of personal data and on the amendment of certain laws as amended

- i) dignity and respect.

(2) A student with specific needs is responsible for²¹:

- a) the acquisition of sufficient and relevant information on the opportunities for the selected study programme in relation to his/her health disadvantage and/or learning impairment within the meaning of this Directive,
- b) the choice of study programme with regard to health disadvantages and/or learning difficulties within the meaning of this Directive,
- c) informing the university without delay of changes and circumstances affecting access to study within the meaning of this Directive,
- d) documenting health disadvantages and/or learning difficulties in an accepted way²²,
- e) compliance with the study rules of the faculty, internal regulations of the SUA and other generally binding legal regulations, which must be observed by students during their studies,
- f) compliance with the conditions contained in the decision to register students with specific needs and to grant reasonable modifications and support services,
- g) participation in teaching, fulfilment of study responsibilities, results of the study.

IV. Reasonable Modifications and Support Services

Art. 7 Definition of Reasonable Modifications and Support Services

- (1) The SUA is responsible for ensuring specific conditions for the performance of study responsibilities for students with specific needs without reducing study performance requirements²³
- (2) Reasonable modifications and support services serve to compensate for the consequences of health disadvantages and/or learning difficulties and to compensate for the consequences of barriers to the academic environment. Their need and scope shall be assessed on a case-by-case basis, taking into account always the specific needs of a particular student, the nature of the study programme, the current conditions and requirements for study, the availability and efficiency of the use of compensation aids and assistive technologies.
- (3) Reasonable modifications mean changes in the course of studies, in forms of teaching and evaluation of results, which enable a student with specific needs to

²¹ Methodological guidelines of the Ministry of Education, Youth and Sports of the Slovak Republic for creating conditions for the support of students with special needs at universities

²² §100 par. 3 of the Higher Education Act

²³ §100 par. 4 letter c) of the Higher Education Act

fulfil his or her educational obligations and to exercise student rights at a comparable level as the SUA allows ordinary students, **without reducing the requirements for their study performance and without changing the nature of the study programme.**

(4) Support services are²⁴:

- a) ensuring the possibility of using specific educational means,
- b) individual teaching approaches, in particular individual teaching of selected subjects for students with sensory disabilities,
- c) specific conditions for the performance of study duties without reducing the requirements for study performance,
- d) individual approach of university teachers,
- e) waving tuition fees in justifiable cases if the study is longer than the standard duration of the study programme concerned.

(5) Support services are also²⁵:

- a) support for the provision of study materials in accessible form,
- b) support in providing basic study literature, lecture material and exercise assignment,
- c) barrier-free work in an academic information system,
- d) access to information relating to studies in a barrier-free manner,
- e) access to information and materials of the academic library in a barrier-free manner,
- f) borrowing literature from the academic library for an extended period of time,
- g) technical support for work in the library through the use of technical equipment,
- h) making copies of study texts,
- i) support for orientation training, independent and safe movement in university premises,
- j) carrying out teaching in barrier-free areas,
- k) priority accommodation in the barrier-free areas of the student dormitory, subject to the condition that the place of permanent residence is more than 20 km from the place of study,
- l) providing a dedicated parking space for a specific student at a barrier-free entry.

(6) Reasonable modifications and support services shall be set for a specific period of time. After their granting, the student is obliged to respect the agreed conditions. Further requirements for reasonable modifications and support services by the student will not be considered justified unless they are caused by a change in e.g. health status, which needs to be documented by a certificate from an expert.

(7) Reasonable modifications and support services must not lower existing academic

²⁴ §100 par. 4 of the Higher Education Act

²⁵ Methodical guidelines of the Ministry of Education, Youth and Sports of the Slovak Republic for creating conditions for the support of students with special needs at universities

standards, they must not reduce the demands to acquire the required knowledge, competences and skills needed to obtain a qualification in a selected study programme.

- (8) Reasonable modifications shall not be considered to be of an advantage if they are of a compensatory nature. Reasonable modifications and support services must not confer an advantage on students with specific needs compared to ordinary students, do not go beyond compensating for the consequences of health disadvantages and/or learning difficulties and compensating for the consequences of barriers to the academic environment.
- (9) Reasonable modifications and support services should support as much as possible the active participation of students with specific needs in their study and life at university. Above all, such reasonable modifications and support services are important that do not prevent the student from contacting other students, teachers, study materials and the academic environment.

Art. 8 Financial Provisions of the Corresponding Conditions of Study of Students with Specific Needs

- (1) The Fund may be used to support students with specific needs in order to provide adequate conditions for studying students with specific needs. The Fund also provides for the activities of the coordinator²⁶.
- (2) Other possible sources of funding for the creation of a generally accessible academic environment for students with special needs are targeted subsidies of the Ministry of Education, Youth and Sports of the Slovak Republic, as well as projects and grants from domestic and international sources.
- (3) The current methodology for the breakdown of subsidies from the state budget to public universities determines the amount of the total subsidy of the respective higher education institution on the basis of a unit subsidy for individual specificities according to the individual health definitions of students with specific needs and the number of students with specific needs registered in the central student register as on October 31 of the year concerned²⁷.
- (4) The use of funds is purposefully tied to the provision of support services to students with special needs. In the event that the total subsidy calculated for higher education institutions exceeds the amount of funds allocated for this purpose, the amount allocated for this purpose shall be distributed among the individual higher education institutions in proportion to the calculated subsidy according to the

²⁶ §16a par. 1 letter d) and par. 7 of the Act on Higher Education Institutions

²⁷ Methodology of breakdown of subsidies from the state budget to public universities - Groups and unit subsidies for specific needs

previous sentences.

Art. 9 Acquisition of the Status of a Student with Specific Needs

- (1) A student who, due to his/her specific needs, will apply for reasonable modifications, support services and/or any compensation when studying at the SUA, shall submit a written request to the university coordinator of the SUA for inclusion in the register of students with specific needs²⁸ and shall undergo an interview.
- (2) A mandatory attachment to the application for inclusion in the register of students with specific needs are:
 - a) Consent with the assessment of specific needs²⁹,
 - b) consent of the data subject with processing of personal data³⁰
 - c) health disadvantage certificate and/or learning disorder certificate^{31,32};
 - d) a medical certificate not older than three months, which is a medical finding, a report on the course and development of an illness and disability, or an extract from medical documentation, or, in the event of a learning or communication disorder, a statement of a psychologist, a speech therapist, a school psychologist, a school speech therapist or a special pedagogue (or other registered body of relevant professional competence)³³.
- (2) Students of all years of study submit an application for inclusion in the register of students with specific needs on the date on which the enrolment takes place or no later than 5 working days from the date of enrolment.
- (3) The application can also be made at any stage during the study, but the granting of reasonable modifications and support services does not have retroactive validity and it depends on the assessment of the student's specific needs and is subject to the approval of the Dean.
- (4) The university coordinator, in cooperation with the faculty coordinators, evaluates the student's specific needs and develops a proposal for reasonable modifications and support services³⁴. If necessary, the student is obliged to appear for an individual consultation.
- (5) The university coordinator will forward the evaluated application and the proposal to the relevant faculty coordinator who accompanies the student throughout his/her studies and helps a student with specific needs in contact with educators, e.g. in creating a timetable, getting accessible study literature, agreeing on

²⁸ Annex 6: Application for inclusion in the register of students with special needs

²⁹ Annex 7: Consent to the assessment of specific needs

³⁰ Annex 8: Consent of the data subject to the processing of personal data

³¹ Annex 3: Health handicap certificate

³² Annex 4: Confirmation of learning disabilities

³³ §100 par. 3 of the Higher Education Act.

³⁴ Annex 10: Coordinator's recommendation for students with special needs

appropriate forms of communication, etc.

- (6) The Dean of the SUA faculty concerned decides on the inclusion in the register of students with specific needs and granting reasonable modifications and support services on the basis of a proposal for reasonable modifications and support services.
- (7) The decision on the inclusion of the student in the register of students with specific needs and granting reasonable modifications and support services³⁵ will be received by the student, and the university and the faculty coordinator and the study department of the relevant SUA faculty will be notified.
- (8) The faculty coordinator will ensure the transmission of information to specific institutes. A student with specific needs will present the decision on his/her condition to each teacher at the beginning of the semester or as appropriate.

Art. 10 Procedure for Requesting Reasonable Modifications and Support Services of the Applicant with Specific Needs

- (1) The applicant for study at the SUA sufficiently in advance (usually 1 month before the deadline for submitting an application for university studies) obtains relevant information on the conditions of admission and study requirements of the chosen study programme and consults with authorized faculty representatives on the suitability of the selection in relation to his/her disability and/or learning disabilities and their impact on student's ability to study. For this purpose, the SUA requires the applicant to contact the coordinator for students with specific needs at a specific SUA faculty.
- (2) The faculty coordinator will provide relevant information, if necessary, organise a personal meeting of the applicant with a representative of the SUA faculty.
- (3) If the examination of the qualifications for study involves an entrance examination, the applicant with specific needs shall, at his or her request, on the basis of an evaluation of his or her specific needs, determine the form of the examination and the manner in which it will be carried out, taking into account his or her specific needs.
- (4) An applicant who requests appropriate modifications and support services during entrance examinations³⁶, together with the application for study, also sends a request for adaptation of the form of the entrance examination³⁷ specifying the

³⁵ Annex 9: Decision on inclusion in the register of students with special needs and granting appropriate modifications and support services

³⁶ §57 par. 4 of the Higher Education Act

³⁷ Annex 5: Application of a candidate with special needs to adjust the form and manner of conducting the entrance examination taking into account his specific needs

required modifications and support services, accompanied by the relevant professional documentation³⁸:

- a) a medical certificate not older than three months, which is a medical finding, a report on the course and development of the disease and disability, or an extract from medical documentation, or
 - b) in the event of a learning or communication disorder, a statement of a psychologist, a speech therapist, a school psychologist, a school speech therapist or a special pedagogue (or other registered subject of relevant professional competence).
- (5) The required modifications and support services are provided by the faculty coordinator, approved by the Dean of the respective SUA faculty.
- (6) The faculty's study department registers all candidates who have declared in writing a certificate of health and/or learning disorder of any kind, type and degree of their disability or disadvantage. The study department will ensure the transmission of information to the faculty and university coordinators.

Art. 11 Minimum Competencies of a Student with Specific Needs

- (1) It is difficult to study at a university, only students who meet the qualifications and requirements for admission to university studies can complete it. In the case of students with specific needs, in addition to the knowledge requirements, additional skills and compensation techniques are no less important to study, which will enable them to fulfil their duties of study and to perform comparable courses to those required by an ordinary student.
- (2) The SUA requires students with specific needs to be able, depending on the type and degree of health impairment and/or learning difficulties, to work with the study texts and to communicate with the teacher at an acceptable level.
- (3) The SUA also requires applicants and students with specific needs to:
- a) be oriented towards the use of assistive technologies and compensation aids which they need as a result of health disadvantages and/or learning difficulties,
 - b) have the necessary skills for the effective use of assistive technologies and compensation aids at a level appropriate to the needs of higher education studies.

³⁸ §100 par. 3 of the Higher Education Act

- (4) If the applicant does not meet the minimum competence requirements, the SUA may advise him/her to postpone the commencement of his/her studies for the time necessary to master the required competencies.

Art. 12 Exclusion of the Obligation to Ensure the Required Modifications

- (1) The SUA shall not be obliged to provide the required modifications and support services if:
- a) the academic standards would be changed,
 - b) the modifications would alter the nature of the study programme, compulsory subject or other relevant academic activity,
 - c) the student does not meet the standard academic and technical conditions for admission to study,
 - d) not even the required modifications and support services can compensate for the consequences of health disadvantages and/or learning difficulties,
 - e) participation in education would pose a threat to safety or health for a student with specific needs or for others,
 - f) providing the required modifications and support services would entail disproportionate financial costs for the university.

V. The Role of the Coordinator for Students with Specific Needs

Art. 13 Study of Students with Specific Needs

- (1) At the SUA, the study of students with specific needs is coordinated centrally through the Vice-Rector for Education and ECTS and Vice-Deans for Study.
- (2) Academic and technical support is mainly organised through:
- a) University Counselling and Support Centre (UCSC) SUA in Nitra (address: Tr. A. Hlinku 2, 949 76 Nitra), which provides psychological counselling for all university students, as well as coordination activities for students and candidates for studies with specific needs,
 - b) a university coordinator for students with specific needs,
 - c) faculty coordinators for students with specific needs,
 - d) institutes, educational and research centres and university teachers.

Art. 14 University Coordinator for Students with Specific Needs at the SUA

(1) There is a university-wide coordinator³⁹ for students with specific needs at the SUA in Nitra³⁹.

(2) The Rector entrusts the performance of activities to the university coordinator⁴⁰.

(3) In cooperation with faculty coordinators and study departments, the university coordinator:

- a) coordinates the activities of faculty coordinators,
- b) is actively involved in identifying applicants for studies with specific needs and students with specific needs,
- c) evaluates the specific needs of students with specific needs, the scope of appropriate support services and participates in their provision,
- d) cooperates in all tasks in solving the conditions of support of students with specific needs with faculty coordinators and the Vice-Rector for Education,
- e) coordinates activities in identifying candidates for studies and students with specific needs at the SUA in Nitra,
- f) registers applicants for studies and students with specific needs applying for the status of student with specific needs within the university,
- g) advises applicants and students with specific needs,
- h) registers Erasmus students with specific needs, assists them in preparing for a foreign stay,
- i) provides training of coordinators in cooperation with MESRS SR and UCSC SUA,
- j) cooperates with faculty coordinators to select support/assistance technologies and provide support services for students with specific needs,
- k) each year, as a rule on October 31, makes a proposal to the SUA management to use funds to support the study of students with specific needs, in particular for the provision of material and technical equipment, reasonable modifications, support services and staffing for the following academic year,
- l) each year, as a rule, on October 31, submits to the university management a report on the activity, on the number of registered students with specific needs in the current academic year, on the entitlements and use of support services depending on the number of current students of the SUA,
- m) liaises with other organisations that can provide assistance to a student with specific needs,
- n) performs other related tasks and activities resulting from other generally binding legal provisions for the university coordinator.

³⁹ §100 par. 7 letter b) of the Act on Higher Education Institutions

⁴⁰ Annex 1: List of Coordinators at the SUA

Art. 15 Faculty Coordinators for Students with Specific Needs at the SUA

- (1) The faculty coordinator is a contact person for applicants and students with specific needs and members of the academic community at the faculty.
- (2) As a general rule, the faculty coordinator⁴¹ is a university teacher commissioned by the Dean of the relevant SUA faculty.
- (3) The faculty coordinator in particular⁴²:
 - a) provides information and advice for applicants with specific needs at the faculty,
 - b) provides relevant information and, if necessary, organises a personal meeting of the applicant or student with specific needs with a representative of the SUA faculty,
 - c) cooperates with the university coordinator and the Vice-dean on all tasks relating to the creation of conditions of support for students with specific needs,
 - d) is actively involved in identifying applicants for studies with specific needs and students with specific needs,
 - e) registers applicants for studies and students with specific needs applying for the status of a student with specific needs,
 - f) evaluates, in cooperation with the university coordinator, the specific needs of applicants for studies with specific needs and students with specific needs, the scope of the corresponding support services and contributes to their provision,
 - g) cooperates with the Study Department in data processing for the Central Register of Students with Specific Needs (MESRS SR),
 - h) provides counselling for students with specific needs in the selection of assistive technologies and the provision of support services,
 - i) assists in ensuring reasonable modifications and support services for examinations, studies and assessment of the learning outcomes of students with specific needs,
 - j) ensures cooperation with the university or faculty workplaces and special purpose facilities and staff, in particular by providing information and advice on the specific needs of students,
 - k) reports annually, as a rule on October 15, to the university coordinator on the number of students with specific needs and the use of support services,
 - l) provides the university coordinator, upon request, with all relevant information relating to students with specific needs,
 - m) submits annually to the faculty management a report on the conditions of use of support services at the faculty; the faculty coordinator cooperates with the university coordinator to prepare the report for the

⁴¹ Annex 1: List of coordinators at the SUA

⁴² Methodological guidelines of the Ministry of Education, Youth and Sports of the Slovak Republic for creating conditions for the support of students with special needs at universities

- management of the SUA⁴³,
- n) participates in training activities for coordinators provided by methodological centres in order to carry out their activities in a qualified manner.

Art. 16 Guidelines on the Activities of the University and Faculty Coordinator for Students with Specific Needs

- (1) Before applying for study, the faculty coordinator shall provide the student with:
 - a) information on the nature and content of the study programme, possibilities for practical application of the knowledge acquired, information on the possibility of visiting the relevant faculty/institute,
 - b) information on expected knowledge and skills acquired after completion of the chosen study programme,
 - c) information on the suitability of the selected study programme in terms of technical difficulty of study, student limits/restrictions, options for alternative solutions,
 - d) information on recommended literature for preparation for entrance exams,
 - e) any other relevant information.
- (2) The faculty coordinator shall provide all relevant information to the university coordinator.
- (3) An applicant with specific needs will make an independent decision on the final selection of the field and the study programme, following the requirements of the SUA for the admission procedure and the study itself and taking into account the conditions of study and his/her own prerequisites for study duties.
- (4) After the closing date for the submission of applications for study in cooperation with the study department, the faculty coordinator identifies the number of candidates with specific needs, the type and degree of their disability. In current cases, he/she will contact students to assess the suitability of the selected study programme or offer a suitable alternative and provide a consultation on the form of the entrance exam.
- (5) Prior to and during the entrance exams, the faculty coordinator informs the Vice-Dean for Education and the relevant institutes about applicants with specific needs and proposes specific forms of entrance exams due to the type of disability. He/she shall ensure that the form of the examination corresponds to

⁴³ §100(9) of the Higher Education Act

the opportunities/limits of the applicant for study in order to create equivalent conditions with candidates without specific needs.

- (6) Upon admission for study, a student applying for the status of a student with specific needs is required to have an entrance interview with the university coordinator in order to evaluate his/her specific needs and determine the scope of support during the studies. The faculty coordinator assists the student with specific needs in developing the schedule, informs the relevant institutes and teachers about the student with specific needs and the specifics of his/her studies, assists the student with the acquisition of study literature and his/her integration into study and life at the university.

VI. Institutes, Educational and Research Centres and University Teacher

Art. 17 Institutes and Centres

- (1) Institutes and centres are informed about applicants with specific needs after the deadline for the receipt of applications for study through the faculty coordinator.
- (2) Institutes and Centres are informed through the faculty coordinator about students with specific needs admitted for the study and about reasonable modifications and support services granted to them. They will receive information at the beginning of the academic year or immediately after the assessment of specific needs.

Art. 18 University Teacher

At the beginning of the semester, the university teacher shall be informed of the student with specific needs and of the scope and nature of the reasonable modifications and support services granted. He/she will receive information from the relevant Institute as well as from the student who proves to be granted reasonable modifications agreeing on the terms of applying reasonable modifications and support services for the current semester. In ensuring and applying reasonable modifications and support services, the university teacher cooperates with the faculty coordinator, university coordinator and UCSC SUA.

VII. Final Provisions

1. This Directive repeals Directive 8/2020 on the Role of the coordinator for students with specific needs, effective from 01.12.2020.
2. This Directive shall enter into force on 01.10.2021.

Nitra on 28.09.2021

doc. Ing. Klaudia Halászová, PhD.
rector of the SUA in Nitra

The following annexes are part of the Directive:

Annex 1: List of coordinators at the SUA

Annex 2: Reasonable modifications and support services for SUA students with specific needs
Annex 3: Health Disadvantage Certificate (form)

Annex 4: Confirmation of Learning Disorders (form)

Annex 5: Request of an applicant with specific needs to modify the form and manner of the entrance examination taking into account his/her specific needs (form)

Annex 6: Application for inclusion in the register of students with specific needs

Annex 7: Consent with the assessment of specific needs (form)

Annex 8: Consent of the data subject with processing of personal data

Annex 9: Decision to register students with specific needs and granting reasonable modifications and support services (form)

Annex 10: Coordinator's recommendation for students with specific needs

Prepared by: PhDr. Mgr. Jana Kollár Rybanská, PhD.

University Counselling and Support Centre SUA in Nitra

List of coordinators for students with specific needs at the Slovak University of Agriculture in Nitra

University Coordinator:

PhDr. Mgr. Jana Kollár Rybanská, PhD.,
University Counselling and Support Centre,
Slovak University of Agriculture in Nitra
tel.: + 421 915 853 934, e-mail: jana.rybanska@uniag.sk

Faculty Coordinators:

Faculty of Agrobiology and Food Resources

doc. Ing. Klára Vavrišínová, CSc.,
Institute of Animal Husbandry FAFR SUA in Nitra,
tel.: +421 37 641 4800, e-mail: klara.vavrisinova@uniag.sk

Faculty of Biotechnology and Food Sciences

Ing. Eva Ivanišová, PhD.,
Institute of Food Sciences FBFS SUA in Nitra,
tel.: +421 37 641 4421, e-mail: eva.ivanisova@uniag.sk

Faculty of Economics and Management

PhDr. Anna Mravcová, PhD.,
Institute of Marketing, Trade and Social Studies FEM SUA in Nitra,
tel.: +421 37 641 4746, e-mail: anna.mravcova@uniag.sk

Faculty of European Studies and Regional Development

doc. Ing. Martin Prčík, PhD.,
Institute of Environmental Management FESRD SUA in Nitra,
tel.: +421 37 641 5628, e-mail: martin.prcik@uniag.sk

Faculty of Horticulture and Landscape Engineering

doc. Ing. Roberta Štěpánková, PhD.,
Dean's Office of FHLE SUA in Nitra,
tel.: +421 37 641 5429, e-mail: roberta.stepankova@uniag.sk

Faculty of Engineering

prof. Ing. Maroš Korenko, PhD.,
Institute of Design and Engineering Technologies FE SUA in Nitra,
tel.: +421 37 641 4402, e-mail: Maros.Korenko@uniag.sk

Reasonable modifications and support services for students with specific needs at the SUA in Nitra depending on the nature of their specific needs

This document characterises the conditions of study, reasonable modifications and support services for students with specific needs at the SUA in Nitra, taking into account their minimum requirements, as determined by Decree No 458/2012 of the Ministry of Education of the Slovak Republic on the minimum entitlements of a student with specific needs. Individual faculties may, on a case-by-case basis, provide additional forms of support to students with specific needs, provided that these do not exceed the framework of compensating for the negative consequences of health disadvantages and/or learning difficulties and compensating for the consequences of existing barriers to the academic environment, and provided that their application does not reduce learning performance requirements.

The scope and nature of the selected support services provided by the SUA in Nitra are subject to the amount of the financial contribution allocated to these activities by the Ministry of Education of the Slovak Republic for the calendar year.

Subsidies for students with specific needs for 2020

	A1	B2	C1	C2	D	E	Calculated subsidy for 2020	Allocation for 2020
SPU v Nitre	5	6	6	1	15	35	81 575	38 182

Source: Methodology for the breakdown of subsidies from the state budget to public higher education institutions for 2020.

Subsidies for students with specific needs for 2020

	A1	B2	C1	C2	D	E	Calculated subsidy for 2021	Allocation for 2021
SPU v Nitre	5	4	5	2	17	29	72 425	35 150

Source: Methodology for the breakdown of subsidies from the state budget to public higher education institutions for 2021.

Subsidies for students with specific needs for 2020

	A1	B2	C1	C2	D	E	Calculated subsidy for 2022	Allocation for 2022
SPU v Nitre	4	4	2	0	21	24	57 700	31 938

Source: Methodology for the breakdown of subsidies from the state budget to public higher education institutions for 2022.

**Subsidies for students with specific needs for 2023**

	A1	B2	C1	C2	D	E	Calculated subsidy for 2023	Allocation for 2023
SPU v Nitre	3	4	2	0	22	25	56 225	31 060

Source: Methodology for the breakdown of subsidies from the state budget to public higher education institutions for 2023.

The document is prepared pursuant to Act No 131/2002 on higher education and amending certain acts, as amended, Decree of the Ministry of Education, Science, Research and Sport of the Slovak Republic No 458/2012 on the minimum entitlements of a student with specific needs and Directive of the Rector of the Comenius University No. 23/2014.

1. Support for blind students

- a) Reasonable modifications during entrance and written examinations during studies – providing assignment in accessible form (e.g. electronic form, haptic form, etc.), extending the time (usually by 20 %), enabling the use of assistive technologies.
- b) Training of orientation, independent and safe movement in the premises of the university, faculty and dormitory.
- c) Barrier-free access to essential information (information concerning the organisation of studies, timetable, consultation hours, location of workplaces and contact details, login forms, etc.).
- d) Barrier-free access to the academic information system.
- e) Provision of study materials in accessible form or allowing the creation of phonograms from teaching exclusively for their own learning needs, subject to prior agreement with the teacher.
- f) Individual approach of university teachers, or individual teaching.
- g) Individual timetable for the fulfilment of study duties in justified cases.
- h) Assistance in the library to work with catalogues, borrowing study literature for extended time according to established rules, possibility to study texts and make copies of them using technical equipment (scanner, screen reader, copier, printer).
- i) Training with information technology using assistive technologies.
- j) Advising on the provision of technical equipment.

2. Support for low-sighted students

- a) Reasonable modifications during entrance and written examinations during studies – providing assignment in accessible form (e.g. enlargement of text, adjustment of spacing, use of suitable paper, text in electronic or audio form), time extension (usually 20 %, assessed individually according to the nature of the written test), enabling the use of compensation aids and assistive technologies.
- b) Barrier-free access to essential information (information concerning the organisation of studies, timetable, consultation hours, location of workplaces and contact details, login forms, etc.).
- c) Barrier-free access to the academic information system.



- d) Individual approach of university teachers.
- e) Individual timetable for the fulfilment of study duties in justified cases.
- f) Assistance in providing study literature, assistance in the library working with catalogues, borrowing study literature for extended time according to established rules.
- g) Technical support of work in the library through the use of technical equipment.
- h) Training with information technology using assistive technologies.
- i) Advising on the provision of technical equipment.
- j) Borrowing of selected types of assistive technologies for a transitional period (if the university owns them).

3. Support for deaf students

- a) Reasonable modifications during entrance and written examinations during studies – providing assignment in appropriate written form, extending the time for written examinations (usually 20 %), enabling the use of an interpreter for people with hearing disabilities (sign language interpreter, articulation interpreter, Slovak sign language interpreter) during oral examinations.
- b) Enabling the creation of audio (for the purpose of transcribing spoken words into text) and/or video recording from teaching exclusively for their own learning needs, subject to prior agreement with the teacher.
- c) Individual approach of university teachers during their studies (electronic communication, SMS, application of pedagogical tools for teaching to promote better understanding and active involvement of the student, respect for the participation of an interpreter for the deaf in teaching and creating conditions for work). Teachers are advised to consider the possibility of providing written documents for lectures and exercises.
- d) Use of interpretation services for people with hearing disabilities.
- e) Individual teaching of selected subjects in justified cases.
- f) Individual timetable for the fulfilment of study duties in justified cases.
- g) Support in providing study literature, borrowing study literature from the library for extended time according to established rules, possibility to make photocopies of study texts, possibility to scan.
- h) Training with information technology using assistive technologies.
- i) Advising on the provision of technical equipment.
- j) Borrowing of selected types of assistive technologies for a transitional period (if the university owns them).

4. Support for hard-of-hearing students

- a) Reasonable modifications during entrance and written examinations during studies – providing assignment in a comprehensible form, extending the time for written examinations (usually 20 %), enabling the use of compensation aids (e.g. induction loop, FM communication system, etc.).
- b) Enabling the creation of audio and/or video recordings from teaching exclusively for their own learning needs, subject to prior agreement with the teacher.
- c) Individual approach of university teachers during their studies (electronic communication, SMS, application of pedagogical tools for teaching to promote better understanding and active involvement of the student, respect for the use of compensation aids).



Teachers are advised to consider the possibility of providing written documents for lectures and exercises.

- d) Individual timetable for the fulfilment of study duties in justified cases.
- e) Support in providing study literature, borrowing study literature from the library for extended time according to established rules, possibility to make photocopies of study texts, possibility to scan.
- f) Borrowing an FM communication system for a transitional period (if the university owns it).

5. Support for students with physical disabilities of the lower limbs

- a) Participation in lessons and examinations in barrier-free areas. The competent faculty shall ensure that the timetable is scheduled in barrier-free classrooms. In the absence of such a possibility, the faculty will offer the student an alternative solution beyond the minimum requirements. An alternative solution is considered to be a study according to individual study plan, distance form study, self-study using consultations in barrier-free areas.
- b) Priority entry for selected lectures and exercises due to limited mobility.
- c) Individual study plan or individual schedule for the fulfilment of study responsibilities in justified cases.
- d) Support in providing study literature, borrowing study literature from the library for extended time according to established rules, possibility to make copies of study texts.
- e) Accommodation in barrier-free premises of university dormitory according to the accommodation capacity of the SUA.
- f) Reserved parking space.

6. Support for students with disabilities of the upper limbs

- a) Reasonable modifications during entrance and written examinations during studies according to individual needs – e.g. extension of time, possibility to use assistant services (recording answers), breaks in longer tests, possibility to use compensation aids and assistive technologies.
- b) Enabling the creation of a phonogram from teaching exclusively for their own learning needs, subject to prior agreement with the teacher.
- c) Individual approach of university teachers during their studies (allowing to use the services of an assistant and/or a note recorder). Teachers are advised to consider the possibility of providing written documents for lectures and exercises.
- d) Individual timetable for the fulfilment of study duties in justified cases.
- e) Support in providing study literature (providing study texts from electronic library funds, borrowing study literature from the library for extended time according to established rules), possibility to make copies of study texts.
- f) Borrowing assistive technologies for a transitional period (if the university owns them).



7. Support for students with chronic illness

- a) Reasonable modifications during entrance and written examinations during studies – e.g. the possibility of a break and the associated extension of time for longer examinations if the student's current state of health so requires.
- b) Individual approach of university teachers during their studies.
- c) Individual schedule of fulfilment of study responsibilities in justified cases with the possibility of alternative forms of fulfilment of study tasks, flexible solution of deadlines for assignment of tasks and evaluation according to predetermined conditions, if the student's poor state of health so requires.
- d) Enabling special diet.

8. Support for students with a health impairment

- a) Reasonable modifications during entrance and written examinations during studies – e.g. the possibility of a break and the associated extension of time for longer examinations if the student's current state of health so requires.
- b) Individual approach of university teachers during their studies.
- c) Individual schedule of fulfilment of study responsibilities in justified cases with the possibility of alternative forms of fulfilment of study tasks, flexible solution of deadlines for assignment of tasks and evaluation according to predetermined conditions, if the student's poor state of health so requires.

9. Support for students with mental illness

- a) Reasonable modifications during entrance and written examinations during studies – e.g. individual examination in a separate quiet room, time extension, increased patience.
- b) Individual approach of university teachers during studies with the possibility of additional pedagogical interventions.
- c) Study according to individual schedule of fulfilment of study duties or individual study plan, by allowing alternative forms of fulfilment of study tasks, flexible solution of deadlines for assignment of tasks and evaluation according to predetermined conditions.
- d) Assistance in the provision of study literature, borrowing study literature for extended time according to established rules.

10. Support for students with autism or other pervasive developmental disorders

- a) Reasonable modifications during entrance and written examinations during studies – e.g. individual examination in a separate room, provision of instructions in alternative formats (written, oral), extension of time, possibility to use assistant services, possibility to use a computer etc.
- b) Enabling the creation of a phonogram from teaching exclusively for their own learning needs, subject to prior agreement with the teacher.



- c) Individual approach of university teachers during studies with the possibility of additional pedagogical interventions. Teachers are advised to consider the possibility of providing written material for lectures and exercises.
- d) Study according to individual schedule of fulfilment of study duties or individual study plan, by allowing alternative forms of fulfilment of study tasks, flexible solution of deadlines for assignment of tasks and evaluation according to predetermined conditions.
- e) Assistance in the provision of study literature, borrowing study literature for extended time according to established rules

11. Support for students with learning difficulties

- a) Reasonable modifications during entrance and written examinations during studies – providing instructions for oral assignment, extending the time (max. 25 %), supplementation of the written examination by oral, or replacement of the written examination by oral, if the nature of the subject and examination allows, where this is not possible, giving preference to the written examination in the form of selection (multi-choice tests) over the formulation of students' own written answers. Division of long tests into separate parts, allowing the use of a computer with a spell check (except for written tests where the written statement is subject to evaluation in the test).
- b) Enabling the creation of a phonogram from teaching exclusively for their own learning needs, subject to prior agreement with the teacher.
- c) Individual approach of university teachers during studies. Teachers are advised to consider the possibility of providing written material for lectures and exercises.
- d) Study according to an individual schedule for the fulfilment of study responsibilities in the case of specific learning disorders that interfere more seriously with the study process.
- e) Assistance in the library when working with catalogues, borrowing study literature for extended time according to established rules.



*The equivalent document is medical report or report from another specialist

Health Disadvantage Certificate

1 Student data

Name and surname:

Date of birth:

Address:

2 Name, title and professional focus of the expert issuing the certificate:

.....
.....

Contact details:

.....

tel.:

3 Type and degree of disability/disease, report on the progress and evolution of the disability/disease:

.....
.....
.....
.....

4 Impact on study, recommended forms of support that the student will need during studies to compensate for the consequences of disability/disease, e.g.:

- more frequent absence from teaching
- the need to extend the time to fulfil study responsibilities
- in the current case, the need to change the test deadline
- the need to adapt the form of the test (e.g. time extensions, breaks, etc.)
- a suitable/adapted place in the classroom due to limited mobility
- reasonable modifications and support services (please specify):

.....

- other (please specify):

.....

Date:

.....

signature and stamp



*The equivalent document is medical report or report from another specialist

Confirmation of Learning Disorders

1 Student data

Name and surname:

Date of birth:

Address:

2 Name, title and professional focus of the expert issuing the certificate:

.....
.....

Contact details:

.....

tel.:

3 Report on the progress and development of learning difficulties, forms of intervention and achievements, in particular regarding the preparation for higher education studies:

.....
.....
.....
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.....
.....
.....
.....

Date:

signature and stamp



Annex 5

Request of an applicant with specific needs to modify the form and manner of the entrance examination taking into account his or her specific needs

(Section 57(4) and Section 100 of Act 131/2002 on Higher Education Institutions and amending certain acts, as amended)

First name, surname, student's title:	Date of birth:
Place of permanent residence:	Tel. number:
E-mail:	Academic year:
Faculty:	Level of study⁴⁴: first second third
Study programme:	Form ⁴⁴ : daily external

Due to personal specific needs, I request reasonable modifications and support services for the entrance examination (specify the required form of entrance examination and necessary support services):

.....

.....

.....

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.....

.....

I agree with the assessment of personal specific needs in order to determine the form of the entrance examination and the manner in which it is carried out, taking into account personal specific needs. For the purpose of assessing specific needs, I present:

- a) a medical certificate not older than three months (medical finding, report on the course and development of the disease and disability or extract from medical documentation), or
- b) a report of a psychologist, a speech therapist, a school psychologist, a school speech therapist, a school special pedagogue or a special pedagogue.

Date:

Applicant's signature:

Note: The application, together with the neede documentation, should be provided in writing to the study department of the relevant SUA faculty.

⁴⁴ Circle one of the following options.



Application for inclusion in the register of students with specific needs at the Slovak University of Agriculture in Nitra (hereinafter referred to as "SUA")*

First name, surname, student's title:	Student ID:
E-mail:	Tel. number:
Faculty: Year of study:	Level of study⁴⁵: first second third
Study programme:	Form ¹ : daily external

Pursuant to Section 100(2) of Act No 131/2002 on Higher Education and amending certain acts, as amended (hereinafter referred to as the Act), and in accordance with Decree No 458/2012 of the Ministry of Education, Science, Research and Sport of the Slovak Republic on the minimum entitlements of a student with specific needs, I apply for granting the status of **student with specific needs** (hereinafter referred to as "student with the SN").

In order to assess my specific needs and the scope of the support services, I attach to the application:

- Consent to evaluate my specific needs,
- the data subject's consent to the processing of personal data,
- confirmation of health disadvantages or learning disabilities
- medical certificate not more than three months old (medical finding, report on the course and development of the disease and disability or extract from medical documentation, etc.),
- in the event of a learning or communication disorder, a report of a psychologist, a speech therapist, a school psychologist, a school speech therapist or a special pedagogue.

Type of disability²:

<input type="checkbox"/>	a) visual	<input type="checkbox"/>	b) hearing	<input type="checkbox"/>	c) physical
<input type="checkbox"/>	d) multiple	<input type="checkbox"/>	e) chronic disease	<input type="checkbox"/>	f) health impairment
<input type="checkbox"/>	g) mental disease	<input type="checkbox"/>	h) autism or other pervasive developmental disorder	<input type="checkbox"/>	i) learning disorder (dyslexia, dysgraphia, etc.)

I declare that all the information provided by me is true and that I have not concealed any serious facts.

Date:

Student's signature:

! Request with attachments is submitted to the university coordinator for students with SN !

Statement of the university coordinator for students with SN:

I do recommend / do not recommend that the request is granted. A description of the recommendations for the support of the study of the student with SN is attached to this application (Annex 10).

Name, surname, titles:

PhDr. Mgr. Jana Kollár Rybanská, PhD.

Signature:

⁴⁵ Circle one of the following options



CONSENT
with the assessment of specific needs

Name and surname: Title:

Date of birth:

Place of permanent residence:

E-mail:

Telephone:

Academic year:

Faculty:.....

Study programme:.....

Level of study: a) Bachelor b) Master c) Doctoral

I agree with the assessment of my specific needs in order to register in the register of students with specific needs and to determine reasonable modifications and support services/form of entrance examinations and the way they are conducted, taking into account my specific needs.

Date:

applicant's signature



C O N S E N T

with processing personal data and medical records

Undersigned (student with specific need)

Name and surname: Title:

Faculty:

In accordance with Article 9(2)(a) of 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 (General Data Protection Regulation), **I hereby express my consent** to the **processing of my personal data relating to health** for the purpose of assessing my specific needs and scope of support services.

I also agree to copy (to the extent strictly necessary) my medical documentation and official documents necessary for the purpose of assessing specific needs and identifying support services.

This consent to the processing of personal data is valid for the duration of my legal relationship with the Slovak University of Agriculture in Nitra, i.e. for the duration of studies. By my signature, I certify that I have been informed about my rights in the processing of personal data and the possibility of withdrawing this consent in writing.

In date

student's handwritten signature



DECISION
to register the students with specific needs
and granting reasonable modifications and support services

Dean.....
of the faculty SUA within the meaning of Section 100 of Act No
131/2002 on Higher Education Institutions and amending certain acts, as amended, and pursuant to
internal regulation No 8/2021 The Rector's Directive includes the student in the register of students with
specific needs:

Name and surname: Title:
Date of birth:

Place of permanent residence:
Academic year:
Faculty:
Study programme:
Level of study: a) Bachelor b) Master c) Doctoral

The student agreed with the evaluation of his/her specific needs and provided professional documen-
tation confirming the eligibility of the request for reasonable modifications and support services.

Reasonable modifications and support services granted DURING STUDY:

.....
.....
.....

Recommendation for teachers:

.....
.....
.....

Reasonable modifications and support services granted DURING EXAMINATIONS:

.....
.....
.....

Reasonable modifications and support services granted shall be valid until..... (one se-
mester/one academic year/during the study of a study programme at a given level). At the written re-
quest of the student, specific needs may be reassessed in the event of new circumstances.

This decision is final and shall not be subject to appeal. This document serves a student with specific
needs in contact with teaching and non-teaching staff of the SUA.

Date:

Dean's signature, stamp

For information:

Study department of the competent SUA faculty
Faculty coordinator for students with specific needs
University coordinator for students with specific needs



Coordinator's recommendation for students with specific needs

Pursuant to Section 100(2) of Act No 131/2002 on Higher Education and amending certain acts, as amended (hereinafter referred to as the Act), and in accordance with Decree No 458/2012 of the Ministry of Education, Science, Research and Sport of the Slovak Republic on the minimum entitlements of a student with specific needs, the identification of specific needs was conducted:

Name and surname:

Faculty and programme:

Level of study:

Type of disability:

- | | | |
|-------------------|---|---|
| a) visual | b) hearing | c) physical |
| d) multiple | e) chronic disease | f) health impairment |
| g) mental disease | h) autism or other pervasive developmental disorder | i) learning disorder (dyslexia, dysgraphia, etc.) |

Due to the specific needs of the student, I recommend including the student in the register of students with specific needs and granting support in the following forms and scope:

Accommodation:	
Material and technical support:	
Study and exams:	

Date:

.....
signature
name and surname, titles of university coordinator



Concrete recommendations of the faculty coordinator according to the specifics of the study programme:

Adjustments:

Recommendations for teachers:

Exams:

Date:

.....
signature
name and surname, titles of faculty coordinator