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DECREE

Subject: Guidelines for students with Specific Learning Difficulties (SLD) and Special Educational Needs (SEN) – update

THE RECTOR

HAVING REGARD TO:

- Law No. 118 of 30 March 1971, 'Conversion into law of Decree-Law No. 5 of 30 January 1971, and new provisions in favour of the maimed and civilian invalids', and other recognised and equivalent types of disability;
- Law No. 17 of 28 January 1999, "Supplementing and amending the framework law of 5 February 1992, No. 104, on assistance, social integration and the rights of persons with disabilities", which introduces the role of the Rector's Delegate for Disability Issues and, at our University, acts as a point of contact for students with specific learning difficulties (SLD);
- Law No. 18 of 3 March 2009, "Ratification and implementation of the United Nations Convention on the Rights of Persons with Disabilities, with Optional Protocol, done at New York on 13 December 2006, and establishment of the National Observatory on the Status of Persons with Disabilities";
- Law No. 170 of 8 October 2010, "New provisions concerning specific learning difficulties in schools";
- Legislative Decree No. 68 of 29 March 2012, "Revision of the framework legislation on the right to education and the promotion of legally recognised university colleges";
- Ministerial Decree No. 5669 of 12 July 2011 and the related "Guidelines on the right to education for pupils and students with specific learning difficulties";
- Article 4 of the Statute of Autonomy of the University of Brescia, issued by Rector's Decree No. 107 of 6 February 2024, which guarantees the full participation and equal opportunities of all students;

TAKING INTO ACCOUNT:

- The recommendations contained in the new 'Guidelines of the National Conference of Delegates for Disabilities and Specific Learning Difficulties' (CNUDD) of 25 September 2024, which emphasise the need to also protect students with Special Educational Needs (SEN);

HAVING REGARD TO:

- The renewed commitment of the University of Brescia within the Coordination of Lombardy Universities for Disability (CALD), Resolution No. 232/2021, Ref. No. 144077, dated 26 November 2021;
- the proposed amendment to the Guidelines received from the Rector's Delegate for Disability and Specific Learning Difficulties (SLD), with a view to supplementing what has already been published by our University, whilst also taking into account the vulnerabilities of students with Special Educational Needs (SEN);
- Furthermore, the need to update the guidelines to include additional services for students with disabilities, SLDs and SEN, which the University has only recently introduced, such as the organisation of individual interviews for new first-year students, the option to follow lectures via distance learning where a student's health prevents them from attending in person, the possibility of receiving increased funding under the Erasmus+ programme, the establishment of a Service Centre for psychological support, new opportunities for people with SLDs to access employment, the expansion of the tutoring service, and the opportunity to take part in training sessions and any calls for applications for dedicated awards or grants;

REFERENCE:

- Resolution No. 60/2025, Ref. No. 90361, dated 19 March 2025, by which the Academic Senate approved the 'Guidelines for students with Specific Learning Difficulties (SLD) and Special Educational Needs (SEN) and Guidelines for students with disabilities – amendment';

DECREES

for the reasons set out in the preamble to this instrument, which are hereby deemed to be reproduced in full,

University Inclusion, Participation and Halls of Residence
Unit Head of Procedure: Dr Sara Zuanon Investigating
Officer: Dr Roberta Zani



UNIVERSITÀ
DEGLI STUDI
DI BRESCIA

1. to issue the Guidelines for Students with Specific Learning Disorders (SLD) and Special Educational Needs (SEN), attached to this Decree, of which they form an integral and substantial part;
2. these Guidelines shall come into force on the day following their publication on the online notice board.

Brescia, date of registration

THE RECTOR
(Prof. Francesco Castelli)

*Digitally signed pursuant to Article 24 of
Legislative Decree 82/05*

Digitally signed by Francesco Castelli
Date: 25 March 2025 15:49:15 CET
Organisation: UNIVERSITY OF
BRESCIA/0177371017

University of Brescia

Guidelines for students with Specific Learning Disorders (SLD) and Special Educational Needs (SEN)

Compiled by the Inclusion, Participation and University Accommodation Unit
(March 2025)

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1 – GLOSSARY

Accessibility: according to the dictionary, this is the ability or opportunity to access a place or a resource. With regard to accessibility for people with disabilities, in relation to places it is linked to the removal of architectural and/or sensory barriers, whilst in relation to resources it is linked in particular to the ability to use services; specifically, digital accessibility implies a web structure that is accessible to people with visual impairments, reading difficulties and intellectual disabilities.

ADHD: (listed amongst neurological disabilities in the ANVUR classification in the survey of 23 June 2020) is Attention Deficit Hyperactivity Disorder, characterised by difficulties in activities requiring sustained attention and concentration over time and/or by excessive restlessness and impulsivity inappropriate for the child's age, which interfere with their functioning or development.

Although children with attention deficit/hyperactivity often behave in a hyperactive manner, ADHD is not a behavioural disorder but a neurodevelopmental one; indeed, the nature of the impairments in attention, concentration and the maintenance of certain behaviours has an entirely neurological basis. It is often necessary to use psychostimulant medication in combination with structured environments, routines, a school intervention plan and modified parenting techniques.

AGID: Agency for Digital Italy, is the technical agency of the Prime Minister's Office tasked with ensuring the achievement of the objectives of the Italian Digital Agenda and contributing to the widespread use of information and communication technologies.

ANVUR: National Agency for the Evaluation of the University and Research System.

SEN: Special Educational Needs, as defined in the 2024 CNUDD Guidelines, refer to conditions that entail non-ordinary and relatively persistent difficulties in learning and/or participating in university life, which require individualised educational support (in terms of adaptations to methodologies, materials and tools) during lectures, laboratory activities, examinations, etc., and which, as a secondary effect, may cause the individual distress, disadvantage and/or marginalisation.

CALD: Coordination of Lombardy Universities for Disability and Specific Learning Disorders.

CISIA: The Inter-University Consortium for Integrated Access Systems (CISIA) is a non-profit consortium, comprising exclusively state universities, which supports universities in the development and administration of entrance and knowledge assessment tests for admission to university degree programmes, known as TOLC.

CLA: University Language Centre.

CNUDD: The National University Conference of Delegates for Disability was established in early 2001 as a body capable of representing the policies and activities of Italian universities in

relation to students with disabilities, specific learning difficulties (SLD) and special educational needs (SEN), and issues related to disability and learning difficulties.

University Credit (CFU): the unit of measurement for the total workload, including independent study, required of a student as defined by current legislation, normally corresponding to 25 hours.

DAD (Distance Learning): a method of delivering teaching via digital means, provided for in certain specific cases determined by the Academic Senate.

DSA: In the ICD-10, the term refers to what are known as ‘Specific Learning Disorders’. This diagnostic label covers all those disorders in which the normal acquisition of learning skills is impaired from the very earliest stages of development.

Based on the functional deficit, the following clinical conditions are commonly distinguished:

Dyslexia: a disorder affecting reading, understood as the ability to decode text.

Dysorthography: a disorder in the phonographic encoding of the sounds that make up words into their respective written symbols, in accordance with correct spelling rules.

Dysgraphia: a motor deficit involving the processes of handwriting. Written work is often illegible, with letters of varying sizes and sentences misaligned with the lines.

Dyscalculia: a disorder affecting numerical and calculation skills, understood as the ability to understand and work with numbers.

Esse3: Student Management System is the portal that enables you to manage the following procedures online: Registration, Enrolment, Application for an admission competition, Examination registration, Recording of marks, Payment of university fees, Registration for the degree examination session, and Submission of the Study Plan. This platform collects all information relating to the student’s academic career and their personal data. Documentation certifying disability, incapacity, specific learning difficulties (SLD) and special educational needs (SEN) must also be uploaded to Esse3.

ICD-10: this is the International Statistical Classification of Diseases and Related Health Problems, 10th Revision, which was adopted in 1990 by the World Health Assembly (WHA). It has been in force since 1 January 1993; it is written in English and translated into the other five official languages of the WHO (Arabic, French, Chinese, Russian and Spanish) and into a further 36 languages, including Italian. ICD-10 has been adopted by over 100 WHO Member States (representing 60 per cent of the world’s population) for the coding of causes of death and for the coding of diagnoses and hospital admissions.

Enrolment: registration for the first year of a degree programme.

Inclusion: the concept of inclusion is often used when referring to activities and experiences involving diversity (different communities, different cultures, integrated groups of people with different needs). Within a community, there are many situations in which people may have different needs (linguistic, religious, gender-related, etc.).

With regard to people with disabilities, inclusion refers to the provision of activities, tools and services that enable all citizens to participate fully in social life.

One example is the inclusion of pupils with disabilities in mainstream schools, following the abolition of special schools. The integration of pupils with disabilities refers merely to their presence ‘alongside others’ in school; full inclusion occurs when everyone is enabled to take part in the activities of school life.

INPS: National Social Security Institute, which, pursuant to Decree-Law 78/09, is responsible for decision-making regarding disability status and the award of related benefits.

Registration for the entrance examination: completion of the procedure enabling a candidate to sit a specific selection or assessment test.

Accommodations: these are all the measures and arrangements that enable students with Specific Learning Difficulties (SLD) and Special Educational Needs (SEN) to follow lessons and sit examinations with confidence, in order to compensate for the slower pace in certain reading and writing skills, thereby allowing them to achieve the same objectives as their peers. These include:

- Measures: in that, unlike tools, these are actions to be carried out rather than means or devices;
- Accommodations: as the student needs to be exempted from carrying out certain tasks that do not enhance learning and which, due to the disorder, prove particularly difficult.

Here are some examples: considering the possibility of dividing the examination subject into several partial tests; give priority to oral rather than written assessments, whilst also taking into account the individual’s skill profile; where a written exam is deemed essential, check whether the chosen format (e.g. multiple-choice or short-answer questions, etc.) presents an obstacle and whether it can be replaced by other forms of written assessment; still with regard to written examinations, provide either a reduction in the volume, but not the quality, of the examination itself, or the granting of additional time, up to a maximum of 30 per cent, to complete the examination; focus the assessment on content rather than form and spelling.

MUR: Ministry of Education, Universities and Research.

OFA: Failure to achieve the minimum required mark in an entrance test will result in the student being assigned additional learning requirements (OFA), to be completed during the first year by attending supplementary activities, which vary depending on the degree programme.

Omissis: A Latin phrase (abbreviation of *ceteris omissis*, ablative absolute: ‘omitting other things’) used when quoting a text in a legal document or other record to indicate that words or phrases deemed unnecessary have been omitted.

Erasmus+ Programme: (European Community Action Scheme for the Mobility of University Students) is an exchange programme between universities within the European Union, enabling students to undertake a period of study abroad.

Registration: the online procedure for activating the personal login details of a student wishing to enrol at the University.

Enrolment renewal: enrolment in years following the first year of a degree programme.

Asperger's syndrome: a disorder of uncertain nosological validity characterised by the same type of qualitative impairment in social interaction as seen in autism. The range of interests and activities is limited, stereotyped and characterised by varying degrees of repetitiveness. This disorder may be associated with marked motor clumsiness, and its symptoms persist strongly throughout adolescence and into adulthood. Asperger's syndrome shares with autism the presence of impairments in social skills, but differs from autism in that language skills are largely preserved and cognitive functioning is within the normal range.

Work placement/Curricular internship: a period spent at companies, institutions, organisations or professional practices that enables students to transform the theoretical knowledge acquired during their course of study into the practical skills required by the world of work. For some degree programmes, the work placement is a compulsory qualifying activity.

Compensatory tools: these are all the educational and technological resources that compensate for the academic deficit required for a specific learning activity, enabling students with SLDs and SEN to achieve the same objectives as their peers. They include:

- Tools: in that they exist in reality, either physically or digitally;
- Compensatory: in that their use aims to eliminate, or reduce as far as possible, the difficulties faced by students with SLDs (in writing, reading and arithmetic, both in independent study and during examinations) and SEN, without compromising the content learnt.

Some examples are given below: digital voice recorders; computers with spell-checkers; texts in digital format; speech synthesis programmes; the presence of tutors acting as readers, where it is not possible to provide examination materials in digital format; calculators; tables and formula sheets; concept maps; teaching materials in accessible formats (presentations, handouts, exercise books), provided in advance of lessons where necessary; other technological aids to facilitate study and examination.

Regional Fee for the Right to Education: an amount payable, pursuant to Law 549/95, by all universities to their respective region, for each individual student enrolled in a specific academic year, with the aim of increasing the regions' financial resources allocated, in accordance with the provisions of the Constitution, to the provision of scholarships and student loans to capable and deserving university students of limited means.

TOLC: CISIA Online Tests are designed to assess the initial knowledge of prospective students and may serve either as orientation tests or as entrance exams for programmes with limited places. These tests are organised and administered by CISIA.

TOLC exams are administered in two ways:

- TOLC at University: in person in university computer rooms. Individual universities are responsible for supervising candidates and organising the rooms in which the test will take place.
- TOLC@CASA: online, at each participant's home, via a system of virtual classrooms and examination boards responsible for identifying and supervising candidates remotely, under the responsibility and coordination of each university.

2 – INTRODUCTION

2.1 - Purpose

These Guidelines are intended as a reference document for students with Specific Learning Difficulties (SLD) and students with Special Educational Needs (SEN), to enable their full and inclusive participation in university life.

The aim is to provide all students with SLDs and SEN with a useful tool to learn about the services available to them, based on established legal principles, in order to overcome the physical and non-physical barriers that may hinder their success in their chosen course of study.

However, this document is also aimed at all students at the University of Brescia who, out of personal interest, wish to explore this topic in greater depth in order to better understand the challenges and opportunities faced by their fellow students with SLDs and SEN.

2.2 - Target Audience

These Guidelines are intended for students at the University of Brescia with **Specific Learning Disorders (SLDs)**, recognised in accordance with Law 170/2010.

Specific Learning Disorders are a diverse group of neurodevelopmental disorders that manifest at the start of schooling and impair certain basic skills (reading, writing and calculating correctly and fluently).

Based on the functional deficit, the following clinical conditions are commonly distinguished:

- ICD-10: F81.0 – DYSLEXIA, i.e. a reading disorder (understood as the ability to decode text);
- ICD-10: F81.1 – DYSORTHOGRAPHY, i.e. a disorder of writing (understood as the ability to encode sounds into written form and spelling proficiency);
- ICD-10: F81.2 – DYSCALCULIA, i.e. a disorder of numerical and calculation skills (understood as the ability to understand and work with numbers).
- ICD-10: F81.8 – DYSGRAPHIA, i.e. a disorder of handwriting (understood as graphomotor skills);

The Consensus Conference of the Istituto Superiore della Sanità (2011) defines specific learning disorders as *“disorders that affect a specific domain of skills, whilst leaving general intellectual functioning intact. They, in fact, affect the instrumental skills required for academic learning.”*

It is important to emphasise that Specific Learning Disorders:

- Are identified by precise, objective and assessable criteria;
- Affect both academic performance and pupils' lives;
- Are persistent and developmental in nature; they are therefore present from birth and manifest themselves differently during the various stages of growth;
- Are specific in nature, in that they affect a particular domain whilst leaving other skills unaffected;
- Do not affect the student's general intellectual functioning (students with SLDs in fact have an IQ within the normal range);
- They have significant repercussions:
 - On the student's ability to express themselves, both in writing and orally;
 - On the learning of complex material, typical of the university experience;
 - On the mental effort required to retrieve stored information;
 - On anxiety management and self-esteem;
- Very often, individual reading, writing and maths difficulties occur alongside one another or alongside working memory or executive function difficulties; they are sometimes preceded in the clinical history by language delay or ADHD (attention deficit hyperactivity disorder) in childhood.

The neurobiological dysfunctions present in students with SLDs intertwine, at different stages of life, with environmental factors such as school, the family environment and the wider social context, leading to the disorder or disorders having a greater or lesser impact and affecting certain skills to varying degrees.

In view of this diversity of characteristics, Italian universities, as well as schools (primary and secondary), adopt a series of highly personalised measures to ensure the proper and effective management of the various issues, both during teaching (lessons) and assessment (exams), as well as in every other aspect of academic life.

These Guidelines are also intended for students with **Special Educational Needs (SEN)**. In fact, the term 'SEN' also encompasses students with disabilities and those with Specific Learning Difficulties (SLD); however, in this context, the term 'SEN' refers solely to conditions not currently covered by university regulations and for which universities are therefore not subject to any obligation. These categories are discussed in greater detail in paragraph 4.6.

2.3 - The importance of language and words

Out of respect for the users of the services covered in these guidelines, and to provide clarification for anyone approaching the subject out of personal interest, it is worth emphasising the importance of the terminology used in relation to disability, SLDs and SEN.

Indeed, some of the most important laws currently in force still contain terms that have now taken on a negative connotation. Consider Law 104/1992, which deals with the rights of *'disabled people'*.

Today, such terminology is certainly outdated; indeed, there is no doubt that, in most cases, no one would describe a student or a colleague as *'handicapped'*.

That said, in the university context, it is important to distinguish between and understand the rationale behind choosing one term over another.

Often, we are in fact compelled to use certain terms due to unavoidable bureaucratic classification (certification of recognised disability, incapacity, medical condition or disorder).

However, the guiding principle for the University and its staff – and one that we hope will be shared by everyone involved in the university environment – is that *'the person is at the centre'*.

This will lead to a preference for the more appropriate terminology, such as: *'person with a disability'*, *'student with a disability'* or *'student with a specific learning difficulty'*, *'student with special educational needs'* and similar terms.

On the subject of language, we invite you to read the in-depth article by Prof. Alberto Arengi, published to mark the 2017 International Day of Persons with Disabilities, at the following link:

<https://www.unibs.it/sites/default/files/2021-05/3%20dicembre%20%20Giornata%20Internazionale%20de...abilit%C3%A0%20%20University%20Portal%20-%20Unibs.pdf>

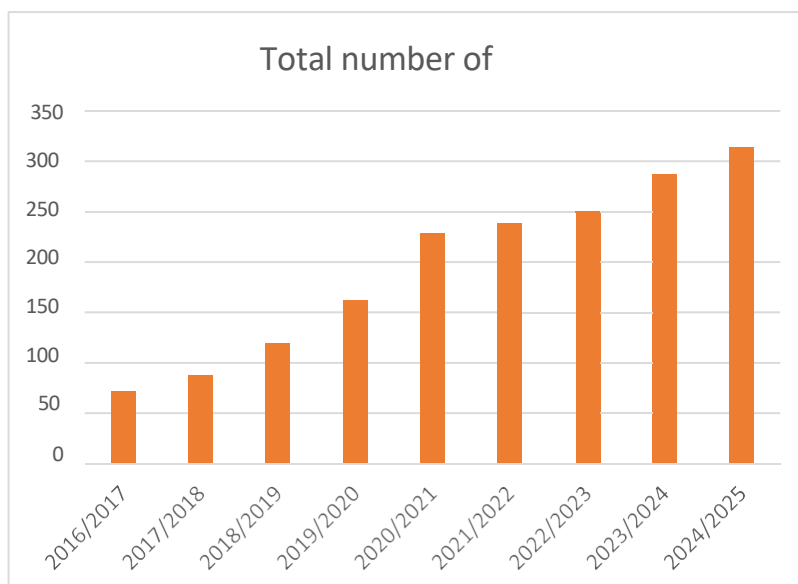
2.4 - Statistics at Unibs

Since 2010, there has been a significant increase in the number of SLD diagnoses across all Italian schools and universities.

The rise in the number of students with SLDs has led to a growing commitment on the part of the University to organising inclusive teaching.

Below are the figures relating to students with SLDs at the University of Brescia:

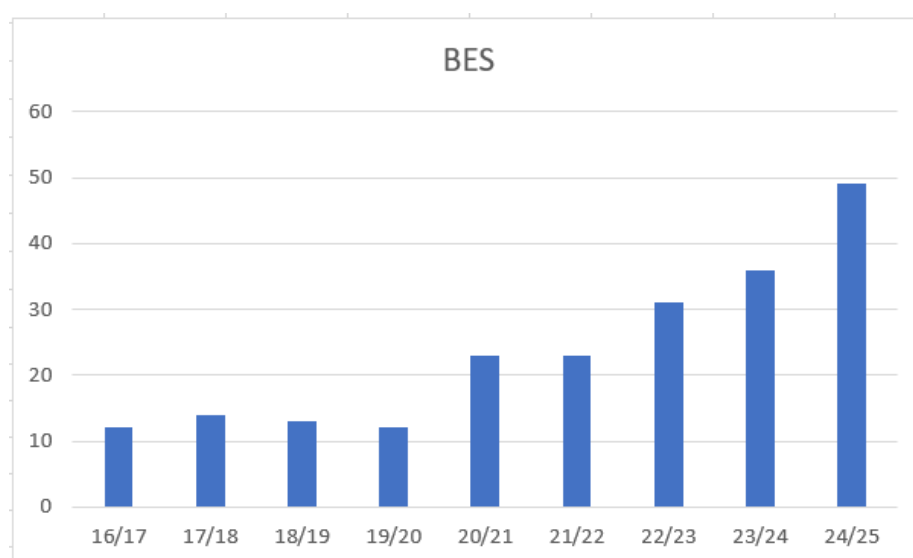
Academic Year	DSA
16/17	72
17/18	88
18/19	120
19/20	162
20/21	229
21/22	239
22/23	252
23/24	287
24/25	324



In recent years, there has been an increase in the number of students with various vulnerabilities classified as having Special Educational Needs (SEN), and it is for this reason that, even before the CNUDD addressed the issue in its recent 2024 Guidelines, our University had already put in place measures to protect these vulnerable groups of students wherever possible.

Below are the figures relating to students with special educational needs at the University of Brescia:

Academic Year	Special Educational Needs
16/17	12
17/18	14
18/19	13
19/20	12
20/21	23
21/22	23
22/23	31
23/24	36



3 – THE REGULATORY AND INSTITUTIONAL FRAMEWORK

3.1 - Regulatory references

The relevant Italian legislation is **Law No. 170 of 8 October 2010**.

This law recognises dyslexia, dysorthographia, dysgraphia and dyscalculia as Specific Learning Disorders (SLDs), assigning the school system and universities the task of identifying the most appropriate teaching methods and assessment procedures to ensure that pupils and students with SLDs can achieve educational success.

Also of fundamental importance are **Ministerial Decree No. 5669 of 12 July 2011** and **the related Guidelines on the right to education for pupils and students with SLDs**, which set out the educational and teaching support measures needed to facilitate the proper teaching and learning process, as well as the forms of assessment and evaluation required to guarantee the right to education for university students with SLDs.

Another important reference is the **CNUDD Guidelines**, approved by the CNUDD Assembly on 25 September 2024.

The CNUDD is the National University Conference of Delegates for the Inclusion of Students with Disabilities and Specific Learning Difficulties and plays a coordinating role amongst universities and acts as an interface with the Ministry, through the exchange of information and experiences between different universities and the sharing of guidelines.

Although not strictly a legal obligation, the CNUDD Guidelines now serve as a common reference framework aimed at guiding university policies and good practice, fostering exchanges and synergies with a view to creating inclusive academic communities. It is, in particular, this document that places the emphasis on students with Special Educational Needs (SEN) as defined herein.

It is precisely for this purpose that the University of Brescia is in constant dialogue with the representatives and offices of other universities, both at national level (CNUDD) and at regional level (Lombardy Universities' Coordination for Disability – CALD), regarding the good practices adopted.

Finally, it is worth noting **Legislative Decree No. 68 of 29 March 2012**, issued to implement the powers delegated by Law 240/2010, in particular Article 9(2), which provides for certain cases of exemption from university fees.

3.2 - Protection of personal data

The University of Brescia guarantees the protection of all students' personal data for the pursuit of its institutional aims, in compliance with the General Data Protection Regulation (GDPR – EU Regulation 2016/679) and Legislative Decree No. 196/2003 – the 'Privacy Code'.

In particular, students with disabilities, specific learning difficulties (SLD) or special educational needs (SEN) who request the services of the UOC for Inclusion, Participation and University Halls of Residence are required to sign a specific privacy notice, which will be presented to them when uploading their documentation to their Esse3 profile.

By signing this form, the student authorises the University of Brescia to process their personal details (first name, surname, date and place of birth, tax code, residential address); their contact details (email address, telephone numbers), as well as specific data confirming their status as a student with a Specific Learning Difficulty (SLD), disability, Special Educational Needs (SEN) or temporary incapacity, including through the collection of the relevant medical certificate, and any other personal data as set out in the notice. This processing is intended to provide the inclusion service for teaching and is carried out in accordance with Article 6(b), (c) and (e) of the GDPR.

Without the aforementioned authorisation, it will not be possible to access the services provided by the U.O.C. Inclusion, Participation and University Halls of Residence.

Declaring one's status as having a Specific Learning Difficulty (SLD) or Special Educational Needs (SEN) and submitting the relevant documentation is essential in order to benefit, throughout one's university career, from the dedicated services offered by the University of Brescia and from the accommodation and compensatory measures adopted to enable students to follow university courses properly and sit the relevant examinations.

This implies that any communication between the U.O.C. for Inclusion, Participation and University Halls of Residence, lecturers, University staff and any other body capable of providing the student with appropriate support in university life (e.g. the Mobility and International Promotion Unit for an Erasmus placement, or the ICT Unit for setting up a computer workstation) is not, and must not be, perceived by the student as a breach of their privacy or a form of discrimination, but rather as the sole means of resolving any difficulties that may arise during their university studies.

The degree awarded will in no way bear any mention of a student's SLD or SEN status, nor of the measures taken by the University to accommodate such conditions.

3.3 - University bodies and services for disability and SLDs

3.3.1 - The Rector's Representative for Disability and Specific Learning Difficulties

The Rector's Delegate is appointed, in accordance with Law 17/1999, by the Rector by means of a decree and remains in office for the same term as the Rector.

In accordance with the provisions of the CNUDD Guidelines, the Rector's Delegate for Disability and SLDs:

- Is a constant point of reference within the university for all matters relating to disability, SLDs and SEN;
- Promotes awareness of disability, SLDs and SEN both within and outside the university;
- Supports the activities of the Inclusion, Participation and University Accommodation Unit;
- Monitors the effectiveness and promotes the implementation of the services offered, assessing students' needs;
- Acts as a mediator with lecturers and keeps teaching staff up to date and raises their awareness of current legislation and best practice regarding disability, SLDs and SEN;
- Oversees the use of funds allocated to disability and SLDs;
- Reports periodically on the activities carried out to the academic bodies;
- Represents the University of Brescia within the National University Conference of Delegates for the Inclusion of Students with Disabilities and Specific Learning Disorders (CNUDD) and within the Coordination of Lombardy Universities for Disability (CALD), in accordance with the procedures and roles set out by these two bodies.

3.3.2 - The University Commission on Disability and Specific Learning Disorders

The University Commission on Disability and Specific Learning Disorders (DSA) is appointed by the Rector by means of a Rector's Decree and remains in office for the same term as the Rector.

This Committee comprises the Rector's Delegate for Disability and Specific Learning Disorders (DSA), who chairs it, and, upon appointment by the relevant Department Heads, a representative for each of the University's disciplinary areas (hereinafter also referred to as 'macro-areas'):

- a) Engineering;
- b) Medicine;
- c) Economics;

d) Law;

In addition to these:

- A student nominated by the University Student Union;
- The head of the Inclusion, Participation and University Accommodation Unit, who acts as the secretary responsible for taking the minutes.

The University Commission for Disability and Specific Learning Difficulties (DSA):

- Acts as the point of contact – with each member responsible for their own macro-area of expertise – for students with disabilities, Specific Learning Difficulties (SLDs) and Special Educational Needs (SEN) enrolled at the University of Brescia;
- Ensures, through the work of the Macro-area representatives, a direct and effective link between the Inclusion, Participation and University Accommodation Unit and the various departments, acting as a mediator and coordinator in communication with teaching staff;
- It supports the Rector's Delegate for Disability and Specific Learning Disorders (SLD) in raising awareness and providing updates on disability, SLD and SEN within the various departments;
- In consultation with the Rector's Representative, formulates proposals for potential measures for students with disabilities, SLDs and SEN, to be brought to the attention of the relevant bodies;
- Contributes to the drafting of the Annual Report on the Inclusion of Students with Disabilities, SLDs and SEN;
- Coordinate initiatives to present current legislation and the support measures and initiatives available to students with disabilities and SLDs, whilst also promoting appropriate safeguards for students with SEN.

3.3.3 - The Operational Unit for Inclusion, Participation and University Halls of Residence

This is the administrative unit supporting the Rector's Delegate for Disability and Specific Learning Disorders (DSA), acting as the "Secretariat of the University Commission on Disability and Specific Learning Disorders (DSA)" – email: capd@unibs.it – as well as the primary and main point of contact regarding disability, DSA and SEN matters between students, teaching staff and the university administration.

The Operational Unit for Inclusion, Participation and University Halls of Residence, in accordance with the provisions of the CNUDD Guidelines:

- Acts as the main point of contact and the primary intermediary between the ‘university system’, lecturers and students with disabilities, SLDs and SEN, as well as, where necessary, with the relevant local and health services and, in particularly exceptional cases, with families – whilst maintaining the priority relationship with the student.
- It acts as a link between the University’s services and, in particular, with the tutoring service and with the intake and graduation guidance services;
- It provides support with procedures relating to enrolment and entrance tests, in coordination with the Enrolment, Certification and Fees Unit;
- It supports the relevant departments with procedures relating to fee exemptions;
- It manages the provision of services for educational inclusion and monitors their effectiveness;
- Provides information and advice (excluding the repetition of academic content) to students with disabilities, specific learning difficulties (SLD) and special educational needs (SEN);
- Organises and provides a support service during lessons – to take notes (only where the student is present at the same time) – as well as, where necessary, during examinations and entrance tests;
- Assesses, in relation to the diagnosis provided, manages and forwards to lecturers requests for assistive devices, compensatory measures and exemptions to enable students to sit examinations or entrance tests;
- Provides a service to accompany students with disabilities to lectures, upon request;
- Procures, subject to product availability, study materials and textbooks in accessible formats;
- Provides electronic equipment on loan free of charge.

4 – PROSPECTIVE STUDENTS

4.1 - Intake guidance

Even before enrolling at the University of Brescia, it may be useful to arrange an information session by contacting:

- U.O.C. Inclusion, Participation and University Halls of Residence - inclusion@unibs.it
- Orientation Unit - orientamento@unibs.it

Staff at the Inclusion, Participation and University Accommodation Unit at the University of Brescia will arrange a dedicated meeting to provide all the information needed to make an informed choice of degree programme, whilst also outlining all the activities and initiatives that can ensure proper access to assistive devices, compensatory tools and special arrangements offered by the University of Brescia. In the event of specific circumstances, it will also be possible to involve the programme coordinator for the degree programme in which the student is interested.

4.2 - Online registration procedure

The preliminary step required to access any online procedure within the University of Brescia's IT system is to register on the Unibs Esse3 portal.

You can register by visiting the following page:

<https://esse3.unibs.it/AddressBook/ABStartProcessoRegAction.do>

Once the required details have been entered, the system will provide SPID login credentials (username and password) which will be required for future logins.

Students with a Specific Learning Disorder (SLD) or Special Educational Needs (SEN) who register at the University of Brescia may indicate their circumstances by uploading their diagnosis to their personal page on Esse3. (Under the 'Secretariat' section, click on 'Declaration of Disability' and complete the required fields).

4.3 - Admission Competitions and TOLC

Before proceeding with enrolment – that is, registering for their chosen degree programme – students must sit an admission exam or a TOLC (Cisia Online Test).

These tests may be selective in nature, limiting access to a specific degree programme, or they may be of an orientative nature, merely assessing the skills acquired.

Students who have submitted a valid diagnosis certifying a Specific Learning Difficulty (SLD) in accordance with Law 170/2010, following the procedures described on [the dedicated page](#) of the unibs.it website, may make use of compensatory measures and special arrangements during admission competitions and TOLC tests, within the limits set out in each competition notice and the relevant selection provisions.

Please note that if the student was a minor at the time of the diagnosis, an update to the diagnosis may be required; indeed, until the student reaches the age of majority, the SLD certification is valid for 3 years. Similarly, if the diagnosis submitted is incomplete, further information will be requested.

The compensatory tools and special arrangements that may be granted during entrance tests do not necessarily correspond to those that will subsequently be made available for individual university examinations; indeed, for degree programmes with nationally regulated intake quotas, these will be determined at the time of admission by the annual ministerial decree and the associated guidelines; whilst for admission competitions with locally regulated intake quotas and locally managed ‘orientative’ competitions, they will be determined by the University.

Usually, in order to ensure consistent treatment, the University decides to extend the ministerial guidelines to include admission competitions of an exploratory nature or those organised at local level.

Students should therefore read carefully the information provided on the University’s website and in the relevant competition notices, and clearly state any support requirements they may have.

It is essential to communicate clearly with the Inclusion, Participation and University Accommodation Unit (U.O.C.) when setting out all your requirements, so that the most effective assistance possible can be provided.

To view the calls for applications and deadlines, and for further details, please visit the [dedicated pages on the website](#). Due to the lack of specific national legislation relating to universities for students with Special Educational Needs (SEN), and as these categories are not covered by the Ministerial Decrees governing admission competitions, students with a diagnosis of SEN are currently unable to benefit from support measures during the TOLC and admission competitions organised by our University.

4.4 - Enrolment

To enrol on the desired degree programme, students must complete the online enrolment process by the strict deadlines set out in the admission notice for programmes with restricted intake or by the Academic Senate for programmes with open intake.

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To do so, students must follow the procedures described below, which are periodically updated on the unibs.it website, unless otherwise specified in the admission notice.

- CHECK THE RESULTS OF THE ADMISSION TEST.

Applicants must first check whether they are 'eligible for enrolment', based on the entry requirements for the programme or, if an admission notice has been issued, based on the published ranking lists and waiting lists.

You can check your position on the ranking list as follows:

The applicant should visit the portal www.unibs.it, access the members' area, click on 'Students' and log in using their credentials; after logging in, click on 'Menu', then select 'Student Services' > 'Admission Test' and view their position on the ranking list for the test they sat.

- COMPLETING THE ENROLMENT APPLICATION:

Candidates eligible for enrolment must therefore LOG IN via the portal www.unibs.it, access the members' area, click on 'Students' to log in to their personal page using their credentials and, from the Menu > Registrar's Office > Enrolments, follow the procedure indicated.

During this procedure, students with Specific Learning Difficulties (SLD) or Special Educational Needs (SEN) who are enrolling at the University of Brescia must, if they have not already done so, declare their circumstances by uploading their certificate to their personal page in Esse3 (under 'Registrar's Office', click on 'Declaration of Disability' and complete the required fields).

Please note that uploading the certificate when registering for the TOLC via CISIA does not exempt you from the requirement to subsequently upload your certificate to Esse3 during the enrolment process.

- PAYMENT OF THE FIRST INSTALMENT:

Payment of the first instalment is mandatory in order to complete enrolment. Enrolment will not be valid if payment is made after the specified deadline.

A declaration of Specific Learning Difficulties (DSA) or Special Educational Needs (BES) does not entitle the holder to any financial benefit, whether in the form of a reduction or exemption from fees or as dedicated scholarships, except where the diagnosis of DSA or BES is accompanied by a certificate of disability or under Law 104/1992, in which case the exemptions provided for in Article 9(2) of Legislative Decree 68/2012 apply.

- COMPLETION OF ENROLMENT:

Enrolment will be finalised by the Student Registry following verification that the required documents have been uploaded and that the first instalment of university fees or the revenue stamp has been paid.

The student will then receive official notification of successful enrolment by email.

Enrolment must be renewed each academic year.

4.5 - Diagnosis of Specific Learning Difficulties (SLD)

In accordance with Law 170/2010 (Article 3) and the State-Regions Agreement of 25 July 2012, a student with a Specific Learning Difficulty (SLD) must, in order to access the relevant services provided by the University, submit a diagnosis meeting the following criteria:

- It must include the nosographic codes (referring to ICD-10, code F-81) and the explicit name of the disorder (Dyslexia, Dyscalculia, Dysorthography, Dysgraphia):
ICD-10: F81.0 – DYSLEXIA, i.e. a reading disorder (understood as the ability to decode text);
ICD-10: F81.1 – DYSORTHOGRAPHY, i.e. a disorder of writing (understood as the ability to encode sounds and spelling competence);
ICD-10: F81.8 – DYSGRAPHIA, i.e. a disorder of handwriting (understood as graphomotor skills);
ICD-10: F81.2 – DYSCALCULIA, i.e. a disorder of numerical and calculation skills (understood as the ability to understand and work with numbers).
- It must be issued by the National Health Service (NHS) or by accredited specialists or facilities, where required by the region;
- It must have been drawn up by a multidisciplinary team comprising a neuropsychiatrist or neurologist, a psychologist and a speech and language therapist;
- It must be valid:
 - If the student was a minor at the time of diagnosis, the diagnosis must have been issued no more than three years previously; otherwise, an update is required.
Please note that the phrase ‘valid until the end of the student’s educational programme’, which appears in many diagnoses, refers only to upper secondary school, not to university studies.
 - If, however, the student had already turned 18 at the time of diagnosis, the documentation remains valid throughout their university studies.
- The diagnosis must also include a neurological examination and neuropsychological tests, as well as the information necessary to understand all the individual characteristics of each student, including an indication of the person’s strengths and weaknesses; if this information is missing, a supplement to the diagnosis will be required.

Following the upload of the diagnosis relating to their learning disability to their personal page on Esse3 during registration or when applying for a place,

upon enrolment, as well as throughout their university studies, students will be required to select the category '*Specific Learning Disorders*' in Esse3.

In order to access support, students will also be required to give their consent to the Privacy Policy and the Declaration in Lieu of an Affidavit, certifying that the document available at corresponds to the original documentation submitted.

4.6 - Students with Special Educational Needs (SEN) and related documentation

At present, pending specific national legislation relating to universities for students with Special Educational Needs (SEN), the University of Brescia adheres to the guidelines of the CNUDD, as set out in the latest CNUDD Guidelines 2024, ensuring support throughout their university studies for students with SEN as well.

The term 'BES' is an umbrella term which, in scientific literature, also encompasses students with disabilities and those with specific learning difficulties (SLDs), who are already covered by current legislation in the university context; for further details, please refer to the relevant sections or guidelines. When discussing support for students with SEN at the University of Brescia, reference is therefore made solely to conditions not currently covered by the aforementioned legislation and for which universities are therefore not subject to any obligation.

Given that Special Educational Needs arise from the complex interplay between individual and contextual factors, it is not possible to draw up an exhaustive list of conditions; however, it is possible to identify certain broad categories of SEN that are also recognisable at university level and for which our University considers it important to adopt individualised teaching approaches.

By way of example, the following may be considered SEN, provided they do not constitute a disability or a Specific Learning Difficulty (SLD):

- Neurodevelopmental disorders, for example Borderline Intellectual Functioning (BIF), Communication Disorders, Autism Spectrum Disorders, Attention Deficit Hyperactivity Disorder (ADHD), Asperger's Syndrome, Movement Disorders, etc.
- Diagnosed psychiatric disorders, for example anxiety and mood disorders, psychotic and dissociative disorders, eating disorders, and other disorders of psychiatric significance.

In both of the above cases, in order to provide support to students with Special Educational Needs (SEN), a diagnosis is required, drawn up in accordance with the relevant national and regional legislation and in line with the most recognised national and international guidelines, preferably by a multidisciplinary team. The diagnosis must specify the diagnostic label and the nosographic code of the disorder, as well as any ongoing treatments (medication, hospitalisations, various therapies). It is advisable to attach the current functional profile

which clearly and consistently with the diagnosis sets out the negative impact on learning and/or social participation, in order to identify specific measures that can compensate for the difficulties presented.

Disabling medical conditions may also be considered as SEN, provided they are supported by medical documentation that clearly sets out the persistent impediments and/or the negative, long-term impact on learning and/or social participation.

Support is also provided to students with a temporary disability who, due to their temporarily disabling condition, require support, subject to the submission of relevant medical documentation attesting to this need.

For the SEN situations described above, the University of Brescia may approve the implementation of individualised reasonable adjustments during examinations, subject to the lecturer's assessment of the appropriateness of such measures in relation to the achievement of the intended learning outcomes.

At present, these measures cannot be extended to entrance examinations and tests, which follow ministerial guidelines on which universities have no discretion.

Finally, with regard to any other special educational needs, such as those linked to socio-economic, linguistic or cultural disadvantage, it is recommended, first and foremost, to make use of the measures offered by the University in its capacity as a regional body for the right to education, such as scholarships, fee reductions based on ISEE, language courses, etc. In particularly serious cases, the provision of individualised reasonable adjustments may also be considered in these situations.

For information on how to submit documentation regarding SEN and to request support, please refer to the remaining sections of these guidelines.

Students with Special Educational Needs (SEN) are required to submit any medical documentation in their possession and the Functional Diagnosis, in accordance with the template provided on the University's website, so that the most suitable support measures for their specific situation can be better assessed.

4.7 - Non-EU or EU students intending to move to Italy

All of the above refers to medical documentation issued by the Italian National Health Service.

Students from EU or non-EU countries, resident abroad, with a disability, special educational needs (SEN) or learning difficulties who do not hold an Italian medical certificate and who wish to make use of the support services provided by the University of Brescia to promote the inclusion of students with disabilities,

SLDs or SEN, must submit certification attesting to their disability, impairment, SLD or SEN issued in their country of residence, accompanied by a translation – sworn or certified by Italian diplomatic missions as conforming to the original text – in Italian or English.

The translation, in the forms specified above, will enable verification that a condition of disability, impairment or specific learning difficulty recognised under Italian law exists; furthermore, where applicable, enable the medical certificate to be submitted to the Italian National Health Service for the purpose of determining the degree of disability or entitlement to certification of disability status under Law 104/92, thereby allowing the student to access the support, services and benefits offered by the University of Brescia (including, where eligible, exemption from fees and contributions).

This procedure is not necessary for incoming and outgoing Erasmus students who, even if they have a disability or impairment, are covered under the Erasmus Programme.

It is, however, a recommended best practice for students who intend to extend their stay in Italy.

5 – STUDENTS

5.1 - Individual intake interview

Enrolled students will be invited to attend, by appointment, an individual interview with staff from the Inclusion, Participation and University Accommodation Unit (U.O.C.), to be held preferably in person.

This interview is essential to gain a better understanding of the services and opportunities available to students with disabilities, specific learning difficulties (SLD) and special educational needs (SEN) throughout their studies.

In particular, the interview is crucial for identifying the student's specific, medically documented needs and, consequently, for ensuring the most appropriate provision of support for sitting examinations and, where necessary, ensuring the accessibility of teaching spaces and resources.

5.2 - Communication with lecturers and dedicated services

Communication with lecturers and administrative offices is a fundamental step towards the full inclusion of every student.

The Inclusion, Participation and University Accommodation Unit (U.O.C.), amongst its various activities, is responsible for the 'delicate role of acting as an interface between the university system and students', and therefore also facilitates communication between students and teaching staff or other relevant departments.

From the very start of their university career and before the start of each new course, students are advised to communicate effectively with the Inclusion, Participation and University Accommodation Unit and with the designated points of contact for students with disabilities, specific learning difficulties (SLD) and special educational needs (SEN).

This Unit can, in fact, provide students straight away with an initial overview of 'what to expect' from university life, and, where necessary, involve the tutoring service, the degree programme coordinator and the representative of the University Commission for Disabilities and Specific Learning Difficulties (SLD) for the relevant field of study.

The Inclusion, Participation and University Accommodation Unit may also, if necessary, contact individual lecturers to ascertain the actual support that can be offered.

In this way, the student will be able to obtain all the necessary information to determine, even before lectures begin, the best way to proceed with their university studies.

Communication with lecturers can take place directly – by sending an email to the lecturer, waiting until the end of a lecture to speak to them in person, or by making an appointment during the consultation hours each lecturer makes available – and/or indirectly through the mediation of the designated administrative body, the Inclusion, Participation and University Accommodation Unit.

The Inclusion, Participation and University Accommodation Unit does not in any way wish to discourage or prevent direct contact between students and lecturers; however, it should be noted that this Unit acts as an intermediary with specific expertise in matters relating to disability, Specific Learning Difficulties (SLD) and Special Educational Needs (SEN), and can facilitate communication on topics that are difficult to discuss.

Furthermore, it should be noted that the sole recipient of a student's medical documentation must be the Inclusion, Participation and University Accommodation Unit, in line with the aim of minimising the processing of students' special categories of personal data.

It should be noted, however, that apart from the provisions regarding medical documentation, direct communication with lecturers – whilst not compulsory and not a substitute for the duties of the U.O.C. for Inclusion, Participation and University Accommodation – is strongly encouraged, as in some cases it is essential for obtaining all the necessary information, for example, regarding the content of a particular course.

Direct dialogue with lecturers is also always an opportunity for the student's personal and professional development.

It is therefore essential that every student communicates their needs as directly as possible to lecturers, fellow students and staff, including by suggesting a meeting with the Inclusion, Participation and University Accommodation Unit.

Finally, it is important to be fully aware of the services, compensatory tools and special arrangements available and useful for your specific learning difficulty (DSA) or special educational needs (BES).

Furthermore, every request must be made in a timely manner and accompanied by the understanding that each form of support requires specific organisation; for example, to benefit from 30 per cent extra time, less preparation will be required than if you need to agree with a lecturer on the content and structure of forms or concept maps.

5.3 - Available forms of support

To understand in practical terms what forms of support are available – which are then assessed on a case-by-case basis – it is important to define what is meant by compensatory tools and special arrangements.

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- **Compensatory tools:** these are all the resources, digital and otherwise, that a person with a Specific Learning Difficulty (SLD) or Special Educational Needs (SEN) can use to overcome their difficulties with writing, reading and arithmetic, both when studying independently and during examinations (a worksheet, a video magnifier, software, etc.);
 - **‘Tools’** because, whether physical or digital, they exist in reality;
 - **They are compensatory** because, through their use, the aim is to eliminate, or reduce as far as possible, the difficulties faced by students with SLDs and SEN compared to students without SLDs or SEN (in studying, learning and assessing what has been learnt), without compromising the content learnt.

Some examples of compensatory tools are:

- ❖ Calculator;
 - ❖ Technological and/or IT tools;
 - ❖ Materials provided by the lecturer for reference during the exam (e.g. course slides)
 - ❖ Materials prepared by the student, to be consulted during the exam, such as concept maps, diagrams, forms and tables. This material must be sent to the lecturer for approval well in advance (at least 10 working days before the exam date).
- **Special arrangements:** these are all the measures and considerations that enable students with Specific Learning Difficulties (SLD) or Special Educational Needs (SEN) to follow lessons and sit examinations with confidence, in order to compensate for any slower pace in certain reading and writing skills (extra time, assessment of content, etc.);
 - **‘Measures’** because, unlike ‘tools’, these are actions to be carried out rather than means or devices;
 - **‘Accommodations’** because they refer to the fact that these actions exempt a student from an obligation or a task that would otherwise be unduly burdensome, if not impossible;

Some examples of dispensatory measures:

- ❖ Extra time amounting to 30 per cent more than the time allocated for the examination;
- ❖ A reduction in the volume, but not the difficulty, of the examination itself (only if it is not possible to provide extra time during a written examination);
- ❖ The option to sit an exam orally rather than in writing, where possible;
- ❖ Splitting the exam into several parts (only if deemed a valid option by the lecturer);

- ❖ Assessment of content rather than style of expression or spelling;
- ❖ Exemption from the use of italics;
- ❖ Where possible, a private examination;
- ❖ Extra time to formulate answers during an oral examination;
- ❖ Partial customisation of the exam (if the exam is structured in a way that makes it difficult for a student with SLDs and SEN – a *multiple-choice test*, for example – the lecturer may be asked to modify part of the exam in order to find the most appropriate method of assessment – e.g. *open-ended questions*).

Students are invited to check the procedures set out by the UOC for Inclusion, Participation and University Accommodation on the unibs.it website, in [the section relating to students with disabilities, SLDs and SEN](#), regarding how to request support measures. For further information regarding eligible support measures based on the documentation submitted by the individual student, please email inclusion@unibs.it.

A student may request all the compensatory tools and special arrangements granted by the UOC for Inclusion, Participation and University Halls of Residence on the basis of the documentation submitted by the individual student; these must be chosen according to the structure of each examination and taking into account the instructions of the individual lecturer (e.g. oral/written format of the examinations – suitability of the concept map provided). Students must use the application procedure specified by the UOC for Inclusion, Participation and University Accommodation in [the dedicated section](#) of the University website.

In addition to the forms of support available for sitting examinations, the following additional services are provided by the UOC for Inclusion, Participation and University Accommodation, the provision of which will be assessed on a case-by-case basis:

- Support in sourcing books in accessible formats;
- The opportunity to use, for the duration of the degree programme, technical, IT and educational aids, both at the University and at home, provided on loan free of charge to students only following final enrolment, subject to an appropriate assessment of the student's financial circumstances;
- Recording of lectures, if permitted by the lecturer.

5.4 - Lecture recordings

The recording of lectures:

- Is permitted for all students attending the lecture, subject to the consent of the lecturer concerned and any other speakers and/or participants who would be recorded;
- Must be for strictly personal use (individual study) and may not be disclosed or shared in any way. Students are, in fact, required to sign a 'Non-Disclosure Agreement';
- May be carried out using personal devices such as tablets and/or smartphones, or by requesting a recording device from the Inclusion, Participation and University Accommodation Unit (U.O.C.).

5.5 - Distance learning

Many of the University's teaching activities are managed and organised directly online via E-learning, a distance-learning platform that provides access to numerous courses delivered by the University, repositories for teaching materials and much more.

In exceptional circumstances, distance learning may also be provided for face-to-face teaching activities:

- for international students unable to travel or awaiting a visa;
- for students with exceptional health issues (due to injury or illness, with a prognosis of more than 15 days certified by a GP or specialist affiliated with a public healthcare facility);
- for female students in the last two months of pregnancy and in the three months following childbirth (subject to the submission of appropriate documentation);
- for teaching staff in vulnerable circumstances (pursuant to Article 17, paragraph 2, of Decree-Law No. 221 of 24 December 2021, converted with amendments into Law No. 11 of 18 February 2022) certified by the competent doctor.

Exams are also held in person; however, the option to sit the exam remotely is available in the cases mentioned above.

A condition of disability, special educational needs (SEN) or specific learning difficulties (SLD) does not automatically entitle a student to this mode of teaching unless accompanied by appropriate medical documentation certifying the above-mentioned requirements, which will be assessed on a case-by-case basis. It is therefore recommended that students always check the University website for the situations currently eligible for distance learning and the procedures for applying for it.

5.6 - Foreign languages

For students with SLDs, learning foreign languages is complicated due to the ‘ambiguities’ in the spelling of many languages, e.g. English.

The University of Brescia, whilst not considering it appropriate to fully exempt students with SLDs from learning a foreign language, has undertaken a programme to raise awareness amongst language lecturers regarding SLD-related issues.

In the case of foreign languages too, the granting of compensatory tools and dispensations will be assessed on a case-by-case basis, depending on the diagnosis provided.

There are currently two ways of earning credits and demonstrating proficiency in an EU language other than Italian:

- **Language certification:** for all students, assessment of proficiency in an EU language other than Italian may be carried out by the student submitting a valid, recognised language proficiency certificate.

Please also check the relevant degree programme pages on the unibs.it website; depending on whether the programme is a three-year bachelor's, a master's or a single-cycle degree, a specific level (B1, B2, C1, etc.) of the CEFR (Common European Framework of Reference) is required in the four language skills (writing, reading, listening and speaking). It is possible to obtain this certification by contacting the CLA (University Language Centre), which runs language courses and tests throughout the year in line with the requirements of the individual degree programmes.

- **Internal language examination:** for some degree programmes, it is possible to learn a European Union language other than Italian by including the course in your study plan and sitting the relevant examination.

For students with Specific Learning Difficulties (SLD) and Special Educational Needs (SEN), it is advisable, at the start of the term or in any case before the exam, to contact the Unit for Inclusion, Participation and University Accommodation (inclusione@unibs.it), which, in collaboration with the University Language Centre (CLA – cla@unibs.it), will assess the appropriate support to be provided.

5.7 - Enrolment renewal

Each academic year, students must complete the enrolment renewal process by logging into their personal profile on Esse3.

From the Registrar's Office menu, they must select 'Enrolment' and proceed with 'Enrolment Renewal'.

If the medical certificate submitted in the previous academic year is still valid and has been marked as 'Confirmed', it is not necessary to upload it again. If, however, the medical certificate required renewal or revision, the new documentation must be uploaded to the 'Disability Declarations' section.

5.8 - Fees and contributions

Students with Specific Learning Difficulties (SLD) as defined by Law 170/2010 are not entitled to any form of exemption from university fees, unless they hold a certificate under Law 104/1992 issued by the INPS and/or a civil disability certificate under Law 118/71 issued by the INPS, which could, on the contrary, justify a total or partial exemption from university fees under Legislative Decree 68/2012 (Art. 9, para. 2). As they are not protected by any university regulations, students with Special Educational Needs (SEN) are also not included among those eligible for exemption from university fees.

The guidelines set out above may be subject to change from year to year; therefore, it is advisable to obtain the most up-to-date and detailed information regarding any exemptions from student fees by consulting the Regulations on Student Fees for each academic year, which shall therefore be deemed authoritative.

5.9 - Erasmus students

The Erasmus+ programme (European Community Action Scheme for the Mobility of University Students) is a European Union student mobility programme that enables European students to undertake a period of study (ranging from 3 to 12 months) or a legally recognised work placement, as recognised by their home university, at a university in another EU country:

- **Outgoing Erasmus:**

Outgoing Erasmus students are entitled to all services for students with disabilities offered by the host university and, through specific funds provided for under the Erasmus+ Programme, are entitled – upon submitting a specific application to be assessed by the Erasmus programmes – to an increase in their grant, which will help to address their disability, impairment or condition. For further information, please contact the Mobility and International Promotion Unit

(erasmus.outgoing@unibs.it) and the Inclusion, Participation and University Accommodation Unit (inclusione@unibs.it)

- **Incoming Erasmus students:**

Students with a disability, impairment or specific learning difficulty who, through the Erasmus+ programme, will be undertaking a period of study at the University of Brescia will enjoy the same rights as other students with a disability, impairment or specific learning difficulty who are enrolled at our University. For further information, please contact the Mobility and International Promotion Unit (erasmus.incoming@unibs.it) and the Inclusion, Participation and University Accommodation Unit (inclusione@unibs.it)

Please note that, under the Erasmus+ Programme, medical documentation issued by your country of origin is sufficient.

The Erasmus+ Programme provides specific grants for inclusion.

Grant for special needs:

Participants with specific needs relating to physical, mental and/or health conditions may apply for funding to cover the additional costs associated with their condition. They are invited to contact the Mobility and International Promotion Unit to check whether they meet the eligibility criteria.

Grant for students with fewer opportunities:

Students with fewer opportunities are defined as those who, for economic, social, cultural, geographical or health reasons linked to their background as migrants, or for reasons such as disability and learning difficulties, or any other reason – including those that may give rise to forms of discrimination within the meaning of Article 21 of the Charter of Fundamental Rights of the European Union – face obstacles that prevent them from enjoying effective access to the opportunities offered by the programme. Students falling into these categories receive a supplement to their grant. Participants falling into these categories are invited to contact the Mobility and International Promotion Unit (U.O.C.) to verify that they meet the eligibility criteria.

5.10 - Completing the degree programme

Below is some information regarding the University of Brescia's provision in relation to:

- Curricular work placements;
- Career guidance and extracurricular work placements;
- Degree theses.

5.10.1 - Curricular work placements

The study programme, with different procedures and timelines depending on the degree course undertaken, may provide for the acquisition of credits through a curricular work placement (or internship).

The placement is a training and career-guidance experience aimed at achieving the specific learning objectives of the academic programme. As it is included in the relevant study plans, it must be completed within the overall duration of the programme.

Before commencing the placement, the student must identify a lecturer who specialises in topics relevant to the placement and who will act as their university tutor.

It is the university tutor's responsibility to support the student in choosing and defining the placement activities, to provide technical and scientific support for drafting the training plan, and to assess whether the placements proposed by companies meet the programme's learning outcomes.

For students with disabilities, special needs, specific learning difficulties (SLD) or special educational needs (SEN), it is advisable, at this stage, to:

- Contact the Inclusion, Participation and University Accommodation Unit;
- Contact the Internships and Placement Unit (U.O.C.) –stage@unibs.it – in order to assess the various internship opportunities available at that time and to receive support in preparing the necessary documentation.

5.10.2 - Graduation guidance and extracurricular work placements

In the months leading up to graduation, students with disabilities, special needs, specific learning difficulties (SLD) or special educational needs (SEN) – like all their peers – are faced with a very important decision: whether to continue their studies by enrolling on a master's degree programme or to enter the world of work.

Even at this delicate stage, it is advisable to contact the relevant bodies and offices.

If you decide to continue your studies, it is advisable to contact the Inclusion, Participation and University Accommodation Unit (U.O.C.) –inclusione@unibs.it – as well as the programme coordinator of the degree programme you are currently completing and the programme coordinator of the degree programme you intend to undertake.

If, on the other hand, you decide to enter the world of work, through an extracurricular work placement or other forms of employment, it is advisable to contact the Work Placements and Placement Unit (U.O.C. Tirocini e Placement) –placement@unibs.it – which acts as a liaison between the University of Brescia and a number of potential employers.

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With regard to career guidance upon graduation, it is worth noting that, by Decree of 9 November 2021 issued by the Ministry of Public Administration, the Ministry of Labour and Social Policies and the

Ministry for Disability, measures were introduced concerning the procedures for participation in public sector recruitment competitions for people with specific learning difficulties. This Decree introduced the possibility, for people with specific learning difficulties (Law 170/2010), to obtain certain special arrangements and compensatory measures during public sector recruitment competitions. In March 2022, under Law No. 25, Article 7, paragraph 2-bis et seq., the safeguards already in place for employment in the public administration were extended to the private sector, providing candidates with SLDs with tools and measures that ensure equal opportunities during recruitment interviews and in the management of their workplace.

5.10.3 - Degree theses

During the period in which a student with a disability, impairment, SLD or SEN is working on their dissertation, the Inclusion, Participation and University Accommodation Unit is available to facilitate any necessary mediation or discussion with the supervisor and to organise whatever is required for the degree examination board.

It is essential to inform your chosen supervisor of your disability, impairment, SLD or SEN, and of any difficulties and/or requirements you may face whilst writing your final thesis or presenting it.

6 – OTHER SERVICES OFFERED AT UNIBS

6.1 - Psychological support: University Services Centre ‘Spazio Studenti’

By Rector’s Decree 444/2024, our University has established the University Student Services Centre, which aims to promote and manage initiatives designed to:

- a) foster inclusion, wellbeing and equal opportunities throughout all students’ academic journeys;
- b) support students in achieving their academic goals by enhancing their ability to plan the development of their professional identity and career;
- c) provide assistance with issues relating to choices and changes to be made during critical periods of personal and social transition, which can be addressed through the reorganisation of personal resources, greater self-awareness and self-determination;
- d) contribute to promoting the overall quality of university life and the wellbeing of all members of the academic community;

University life is a world full of stimulation and challenges to be faced. Sometimes, however, things do not go quite as expected, and certain difficulties can prevent students from enjoying their university experience to the full.

For example, it might be helpful to contact the service if:

- You are worried that you may have chosen the wrong degree programme;
- You find yourself drawing a blank during an exam;
- You are having difficult relationships with fellow students and/or lecturers;
- You are struggling to complete your studies;
- You simply feel the need to talk to someone about the difficulties and stress related to your studies.

At Spazio Studenti, there is a counsellor who can help you reflect on your difficulties and identify strategies to overcome them. For further information, please contact spazio.studenti@unibs.it

The range of services on offer is currently being expanded, following the formal establishment of the psychological support service as a University Service Centre.

6.2 - University tutoring

Each academic year, the University selects and appoints student tutors, in accordance with the Annual Plan for the Tutoring Service drawn up by the University Tutoring Committee and approved by resolution of the Academic Senate. Tutoring is an educational support service provided by students in their final years of study, selected through a competitive process, aimed at first-year students, students in subsequent years, international students, residents of university halls of residence or other categories of students with particular vulnerabilities.

The tutoring service is available to all students across the major academic fields (Engineering, Law, Economics, Medicine).

There are also dedicated tutors to support international students and those on exchange programmes, tutors to support students with specific learning difficulties (SLD), special educational needs (SEN) and disabilities, and tutors for students in prison. In addition, there are tutors to support students living in university halls of residence.

It is the tutors' role to welcome students, working on a peer-to-peer basis, with the aim of providing the information they need to find their way around and make the most appropriate choices, as well as identifying general issues and specific needs at an early stage. Where necessary, they will direct students to the relevant offices to which they can turn to explore a query further or resolve any problems that have arisen.

For further information and to find tutors' contact details, please visit the [relevant pages on the University website](#).

6.3 - Other opportunities

There are numerous and constantly evolving opportunities for students with disabilities, specific learning difficulties (SLDs) and special educational needs (SEN) at the University of Brescia, which add value to the educational provision.

Students with disabilities, SLDs and SEN can take part in dedicated training sessions to improve their study methods and make the best use of any compensatory tools and special arrangements, as well as to develop other useful soft skills.

Furthermore, the University, in collaboration with external funders, awards annual graduation prizes to the most deserving students with disabilities and SLDs.

It is also recommended that you keep an eye on the University's website to check for any calls for applications for specific financial aid or the provision of technical equipment on loan.