



The following English translation is provided as a mere courtesy. For all legal effects and purposes, please refer to the official Italian version.

DECREE

Subject: Guidelines for students with disabilities – 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,



UNIVERSITÀ
DEGLI STUDI
DI BRESCIA

1. the Guidelines for students with disabilities, annexed to this Decree and forming an integral and substantial part thereof, are hereby issued;
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 by Francesco Castelli
Date: 27 March 2025 16:03:58 CET
Organisation: UNIVERSITY OF
BRESCIA/0177371017

University of Brescia Guidelines for students with disabilities

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

Contents

1 – GLOSSARY	7
2 – INTRODUCTION.....	10
2.1 - Aims	10
2.2 - Target audience	10
2.3 - The importance of language and words.....	10
2.4 - Statistics at Unibs.....	11
3 – THE REGULATORY AND INSTITUTIONAL CONTEXT	13
3.1 - Regulatory references	13
3.2 - Protection of personal data	15
3.3 - University bodies and services for disability and specific learning difficulties	16
3.3.1 - The Rector's Representative for Disability and Specific Learning Difficulties.....	16
3.3.2 The University Commission on Disability and Specific Learning Difficulties	16
3.3.3 - The Operational Unit for Inclusion, Participation and University Halls of Residence.....	17
4 – PROSPECTIVE STUDENTS	19
4.1 - Freshers' Orientation	19
4.2 - Online registration procedure	19
4.3 - Entrance Exams and TOLC.....	19
4.4 - Enrolment	20
4.5 - Certificate of disability or assessment of disability	22
4.6 - Non-EU or EU students wishing to move to Italy.....	22
5 – STUDENTS	24
5.1 – Individual intake interview	24
5.2 - Accessibility.....	24
5.2.1 - Accessibility of university facilities and architectural barriers	24
5.2.2. - IT accessibility of the University website.....	25
5.2.3 - Transport accessibility.....	25
5.3 - Communication with lecturers and dedicated services.....	26
5.4 - Available formats.....	27
5.5 - Lecture recordings	29
5.6 - Distance learning	30
5.7 - Foreign Languages.....	30
5.8 - Enrolment renewal.....	31
5.9 - Fees and contributions	32



5.10 – Erasmus students	33
5.11 - Completing your degree programme	34
5.11.1 - Curricular work placement	34
5.11.2 - Career guidance and extracurricular work placement	35
5.11.3 - Degree dissertation	35
6 – OTHER SERVICES OFFERED AT UNIBS.....	36
6.1 – Psychological support: University Services Centre – Spazio Studenti	36
6.2 - University tutoring.....	37
6.3 – Other opportunities	37

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.

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.

Protected Categories: in Italian labour law, the term 'protected category' refers to all those individuals (typically those with some form of physical or mental disability) who are entitled to special safeguards for integration into the labour market under Law 68/99.

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.

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

Targeted Placement: is a service dedicated to people with disabilities falling within the Protected Categories, which involves drawing up a specific employment placement plan that seeks to constructively reconcile the needs and requirements of the worker with those of the employer, aiming for a successful match between supply and demand. This is based on the premise that physical, mental and/or sensory impairments do not always and in all cases result in a reduction in working capacity; but that, through minor adjustments and the use of appropriate tools, it is possible to enable them to carry out productive work.

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 established by the Academic Senate.

Disability: depending on the perspective taken – medical or social – the term 'disability' can have different definitions: In the sense used in Italian legislation, reference is made to the definition of

the definition of disability established by the WHO. Whilst *impairment* refers to the biological damage a person sustains as a result of an illness (whether congenital or not) or an accident, *disability* is the inability to carry out normal activities of daily living as a result of that impairment.

Disability can be a deviation, ranging from mild to severe in quantitative or qualitative terms, in the performance of an activity compared with the manner and extent expected of people without the health condition in question.

In Italian legislation, the term ‘disability’ refers to a person’s ability to carry out the fundamental activities of daily living independently (even if with aids) and is based on Law 104/1992.

In the ICF (Italian portal for health classifications), it is replaced by ‘Limitation of activities’.

The UN Convention on the Rights of Persons with Disabilities (2006) distinguishes between the concept of illness and that of disability: a person is not defined by their illness; their disability depends on how inclusive their environment is.

Thus, a person with a physical impairment will be all the less disabled and disadvantaged the more services and tools (reasonable accommodation) are put in place to enable their full participation in community life (e.g. removal of architectural barriers).

Esse3: Student Management System is the portal that enables the online management of procedures for registration, enrolment, application for admission, exam 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 a disability, incapacity, specific learning difficulties (SLD) or special educational needs (SEN) must also be uploaded via Esse3.

Handicap: this is an English word whose etymology can be traced back to the expression ‘*hand in the cap*’ (literally ‘hand in the hat’), which was introduced into the world of horse racing when jockeys drew lots to determine their lane by taking, with their hand, a slip of paper bearing the lane number from a hat containing the other slips. This could result in a disadvantage if the lane drawn was the outermost one. Even today, in the world of sport, the term ‘handicap race’ is correctly used to refer to a penalty, and thus the disadvantage of one competitor compared to the others. In the context we are discussing, ‘handicap’ (in the ICF – the Italian portal for health classifications – is replaced by ‘Participation Restrictions’) refers to the problems and social disadvantages (obstacles, architectural barriers, service failures) that an individual may experience in certain situations of daily life. The presence of a participation restriction is determined by comparing the individual’s participation with that expected of a person without a disability within that same culture or society.

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 the relevant benefits.

Disability: a medico-legal term indicating the ‘degree’ of disability on the basis of which a person is entitled to welfare support, rather than insurance or employment-related benefits. This term therefore refers to the right to receive financial support as a result of physical impairment, irrespective of the overall assessment of self-sufficiency, and relates to Law 118/71. Disability, which, like impairment, can be temporary or permanent, is measured in percentage points; thus, a person may be 10 per cent disabled, for example, rising to 100 per cent in the most severe cases.

Registration for the admission competition: completion of the procedure that allows the candidate to sit a specific selection or assessment test.

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 educational 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 matters’) 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.

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

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 for the provision, in accordance with the Constitution, 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 tests are administered in two formats:

- TOLC at the 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 remotely verifying the identity of and supervising candidates, under the responsibility and coordination of each university.

2 – INTRODUCTION

2.1 - Purpose

These Guidelines are intended as a reference document for students with disabilities, to ensure their full and inclusive participation in university life.

The aim is to provide all students with disabilities with a useful tool for finding out 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 text 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 disabilities.

2.2 - Target Audience

These Guidelines are intended for:

- Students with disabilities recognised under Law 104/1992;
- Students with a recognised civil disability under Law 118/1971;
- Students who, as a result of serious illnesses or accidents, are in a state of prolonged and severe disability, duly certified.
- Students with a temporary disability who, due to their temporarily incapacitating condition, require support, subject to the submission of relevant medical documentation attesting to this need.

2.3 - The importance of language and words

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

Indeed, some of the most important laws currently in force concerning disability 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 environment, it is important to distinguish between and understand the rationale behind choosing one term over another.

Often, one is in fact compelled to use certain terms due to an unavoidable bureaucratic classification (certificate of recognised disability, incapacity, medical condition, disorder).

However, the guiding principle for the University and its staff – and one that should ideally be shared by everyone within the university community – 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’*, *‘student with a specific learning difficulty’* or *‘student with special educational needs’*, and so on.

The term ‘special educational needs’ (SEN) is an umbrella term which, in scientific literature, also encompasses students with disabilities and those with specific learning difficulties (SLD), who are already covered within the university context by current legislation; for further details, please refer to the relevant sections of the guidelines for students with SLD and SEN. 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.

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>

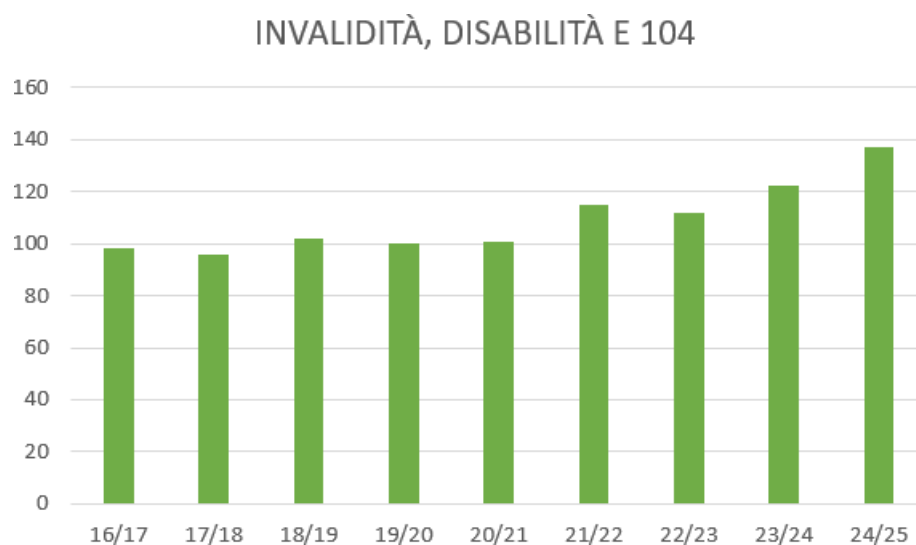
2.4 - Statistics at Unibs

The number of students with disabilities increased significantly between 1999 and 2010, whilst during the period covered by this survey, the number of students with disabilities, impairments and those covered by Article 104 recognised by law remained constant.

Below are the figures relating to students with disabilities, incapacities and those covered by Article 104 at the University of Brescia:



Academic Year	DISABILITIES , DISABILITIES AND '104' STATUS
16/17	98
17/18	96
18/19	102
19/20	100
20/21	101
21/22	115
22/23	112
23/24	122



3 – THE REGULATORY AND INSTITUTIONAL FRAMEWORK

3.1 - Regulatory references

The regulatory framework governing disability is broad and complex.

Without claiming to provide an exhaustive overview of disability legislation, we shall confine ourselves to highlighting the regulations most relevant to a student's university life, citing, where appropriate, the most salient points.

- **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 disabled.”

- **Law No. 104 of 5 February 1992**

“Framework Law on Support, Social Integration and the Rights of People with Disabilities”

- Recognition of the right of people with disabilities to access university education, including through the coordinated planning of services (Article 13, paragraph 1, point (a));
- The requirement for universities to provide teaching aids and all forms of technical assistance, including through agreements with specialist local centres responsible for educational consultancy and the production and adaptation of specific teaching materials (Article 13, paragraph 1, point (b));
- Universities must plan measures tailored both to the individual's needs and to the specific nature of their individual study programme (Article 13(1)(c));
- Availability of interpreters at universities to facilitate attendance and learning for deaf students (Article 13, paragraph 1, point d).
- Individualised arrangements for sitting university examinations, subject to agreement with the lecturer in charge of the subject (Article 16, paragraph 5).

- **Law No. 17 of 28 January 1999**

“Amendments and additions to Framework Law No. 104 of 5 February 1992 on assistance, social integration and the rights of persons with disabilities” in the university context

- Establishment of a specialised tutoring service (amendment to Articles 13 and 16 of Law 104/92);
- Establishment of the Rector's Disability Officer (amendment to Article 16 of Law 104/92).

- **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 Situation of Persons with Disabilities”;

- **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 halls of residence”

- Definition of cases of exemption from university fees (Art. 9, para. 2);

- **CNUDD Guidelines, 25 September 2024**

- Definition of the duties of the Rector’s Delegate;
- Definition of the functions of the University’s Disability, Specific Learning Difficulties (DSA) and Special Educational Needs (BES) Services;
- Clarification of the services to be provided to students with disabilities, Specific Learning Difficulties (SLD) and Special Educational Needs (SEN);
- Reference to students with Special Educational Needs (SEN).

Whilst further details will be provided in the following paragraphs regarding which rights and duties derive their legal basis from the legislative texts cited, it is important to understand that it is precisely from these provisions – subject to available financial resources and in accordance with the autonomy of each university – that all the measures designed to support the inclusion of students with disabilities, as outlined in these guidelines, are derived.

In addition to the legislative texts, the aforementioned list refers to the CNUDD Guidelines of 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, the sharing of guidelines, and the promotion of the implementation of the services necessary to put into practice the provisions of Law 17/99.

Although they do not constitute a binding legislative act, the CNUDD Guidelines now represent 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 this document, in fact, that the focus is placed on students with special educational needs (SEN) as defined here.

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.

3.2 - Protection of personal data

The University of Brescia guarantees the protection of all students' personal data for the purposes of fulfilling its institutional objectives, in accordance 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 they upload 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), a disability or Special Educational Needs (SEN), 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.

In the absence of the aforementioned authorisation, it will not be possible to use the services provided by the U.O.C. for Inclusion, Participation and University Halls of Residence.

Please note that whilst, at the time of enrolment, for the sole purpose of claiming financial benefits, it is sufficient to attach a certificate (as described in more detail in the following paragraphs) with 'omissis' (i.e. with the section relating to the health-related reason blacked out), should it be necessary to make use of the exemptions, aids and support tools provided by the U.O.C. Inclusion, Participation and University Halls of Residence, it will be essential to submit a certificate of disability or recognition of disability, as well as any other medical documentation clearly indicating the form of disability, incapacity or condition that justifies the provision of the aid.

This implies that any consultation between the Inclusion, Participation and University Accommodation, lecturers, University staff and any other body that can provide the student with appropriate support in university life (e.g. the Mobility and International Student Promotion Unit for an Erasmus placement, or the ICT Unit for the provision of 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.

3.3 - University bodies and departments for disability and specific learning difficulties

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

The Rector's Delegate is appointed, pursuant to Law 17/1999, by the Rector by 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 their 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 the 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, SLDs and SEN enrolled at the University of Brescia;
- Ensures, through the work of the Macro-area coordinators, 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;
- Coordinates 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 (SLD), acting as the "Secretariat of the University Commission on Disability and Specific Learning Disorders (SLD)" – email: capd@unibs.it – as well as the primary and main point of contact regarding disability, SLD 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);
- It organises and provides a support service during lessons – to take notes (only when the student is present) – as well as, where necessary, during examinations and entrance tests;
- Assesses, in accordance with 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 - inclusione@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 procedure will provide you with your SPID login credentials (username and password), which you will need for future logins.

Students with a disability or impairment who register at the University of Brescia may declare their circumstances by uploading their medical certificate to their personal page on Esse3 (under the 'Segreteria' section, click on 'Dichiarazione Invalidità' and complete the required fields).

4.3 - Admission Competitions and TOLC

Before proceeding with enrolment, i.e. 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 certificate attesting to their disability status in accordance with Law 118/1971 and/or attesting to their disability status in accordance with Law 104/1992, in the manner described on the [unibs.it](https://www.unibs.it) website (<https://www.unibs.it/it/test-ingresso-disabilita>), may be entitled to assistance during the admission competitions and the TOLC tests, as well as to benefit from certain aids and/or compensatory measures, within the limits set out in each competition notice and the relevant selection provisions. These measures do not necessarily correspond to what will subsequently be made available for individual university examinations; in fact, they will be determined by the annual ministerial decree and the related guidelines for degree programmes with nationally regulated intake quotas, as well as by the University for admission competitions with locally regulated intake quotas and locally managed 'orientative' competitions.

Usually, in order to ensure uniform treatment, the University decides to extend the ministerial guidelines to include locally managed 'orientative' or 'quota-based' admission competitions.

Therefore, students must read carefully the information provided on the University's website and in the relevant competition notices, and clearly state any need for support.

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 [relevant](#) pages [on the website](#).

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.

To do so, you must follow the procedures described below, which are regularly updated on the [unibs.it](https://www.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 applies, 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 'Secretariat' > '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 disabilities 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 OR STAMP DUTY:**

With the sole exception of those eligible for full exemption from the student contribution under Legislative Decree 68/2012, payment of the first instalment is compulsory in order to complete enrolment. Students entitled to full exemption from the student contribution will, however, only be required to pay the stamp duty. Please refer to the '*Fees and Contributions*' section of these guidelines for further details.

Enrolment will not be valid if payment is made after the specified deadline.

- **COMPLETION OF ENROLMENT:**

Enrolment will be finalised by the Student Registry once it has verified 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 - The certificate of disability or assessment of disability

As mentioned above, in order to receive support from the University of Brescia, you must submit the civil disability certificate (Law 118/71) or the disability assessment certificate (Law 104/92) issued by INPS, by uploading them to Esse3.

Following the upload of the certificate relating to their disability or invalidity to their personal page on Esse3 – whether during registration, when applying for a place, upon enrolment, or at any point during their studies – students will be required to select, via Esse3, one of the available categories corresponding to their disability or invalidity status. This is necessary for determining any assistive devices and/or compensatory tools and/or special arrangements.

The certificate submitted must be valid and must be updated periodically, in line with its expiry date and/or any reassessment carried out by the INPS due to a change in the student's circumstances.

If the certificate is submitted solely for the purpose of obtaining exemption from university fees, it will be sufficient to upload the civil disability certificate pursuant to Article 2 of Law 118/71 issued by the INPS with Omissis, provided that the percentage of disability is clearly indicated and/or the disability certificate pursuant to Article 3(1) and/or (3) of Law 104/92 issued by INPS with [omitted], provided that the reference to Article 3(1) and/or (3) is clearly indicated. In this case, it will be possible to select the category [omitted] in Esse3.

If, however, the student also wishes to receive support for lectures, examinations or entrance tests, it will be necessary to upload the full certificate.

In order to benefit from this support, you will also be required to give your consent to the Privacy Policy and the Declaration in Lieu of an Affidavit, certifying that the documentation provided is a true copy of the original.

4.6 - 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,

or specific learning difficulties (SLD), must submit certification attesting to their disability, impairment, SLD or special educational needs, 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 access to 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 - Accessibility

To ensure the full and active participation of every student – including those with disabilities and/or impairments – in university life, it is essential that, within the limits of the University's financial and human resources and taking into account each individual's specific circumstances, accessibility to facilities, services and every event and stage of the university experience is guaranteed.

Below is some information that may be useful for university participation:

5.2.1 - Accessibility of university facilities and architectural barriers:

- o All University buildings have entrances accessible to wheelchair users or those with mobility difficulties.
- o All buildings are equipped with lifts. These lifts do not have Braille buttons inside, but buttons with raised numbering in black.
- o All University staff are available, if necessary, to accompany students and/or provide guidance and information; however, to ensure the support is as effective as possible, it is advisable, in the event of specific needs, to notify University staff in good time – as they may not be immediately available – and/or to liaise with the Inclusion, Participation and University Accommodation Unit (U.O.C.).

- The University Library Service and study rooms are accessible and, in some cases, equipped with computer workstations accessible to students with visual impairments or with workstations and tables accessible to students who use wheelchairs. These services are available at all times, but it is always advisable to notify the Inclusion, Participation and University Accommodation Unit of any specific requirements.
- Canteen and café services do not provide table service. However, café and canteen staff are available to assist students with disabilities who need to visit the canteen or café independently and, as is usually recommended, any specific requirements can be reported to the Inclusion, Participation and University Accommodation Unit.
- Students with disabilities may, in consultation with the U.O.C. Inclusion, Participation and University Accommodation, arrange a site visit to the University facility of greatest interest to them (covering the main areas and services of the facility).

5.2.2. - Web accessibility of the University website:

- The University portal has been designed in accordance with the main accessibility criteria for use with screen readers or zoom functions, as set out in the Stanca Law No. 4 of 2004 and the guidelines issued by AGID. In any case, should you encounter any difficulties, staff from the University's Inclusion, Participation and University Accommodation Unit are available to provide support from the enrolment stage onwards.
- Accessibility is, in any case, guaranteed for those using the most widely used speech synthesis software installed on their computers.
- The University portal should not be confused with certain services not directly managed by Unibs, such as portals providing access to calls for applications, scholarships and various other services, which are linked from the University portal but managed by external IT services; in such cases, there may be issues with digital accessibility; whilst University staff can collect reports and support students with disabilities, the resolution of these issues does not lie with the University.

5.2.3 - Transport accessibility:

- Brescia Mobilità is committed to promoting access to public transport for all users, seeking solutions to facilitate travel for people with disabilities.
- All the main university campuses are located near Brescia's recently built metro stations, which are fully accessible and feature voice announcements.

- For students with visual impairments, please note that if you are carrying a white cane for the blind, Brescia Trasporti bus drivers will announce the route number.
- For all transport information, the fully accessible “Bresciapp!” app is available.

5.3 - 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 offices.

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 may 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 – 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 relevant to your disability.

Finally, all requests must be made in good time and with the understanding that each form of support requires specific arrangements; for example, arranging for 50 per cent extra time requires less preparation than equipping a lecture theatre with an accessible workstation for blind students or a table suitable for a student in a wheelchair.

5.4 - Available forms of support

In order to minimise, as far as possible, the difficulties students face due to their specific disability during lectures, study sessions and exams, various tools – both digital and non-digital – can be used to compensate for the 'disadvantage' experienced by students with disabilities (e.g. video magnifiers, speech synthesis software).

It is also possible to introduce arrangements and measures that enable students with disabilities to follow lectures and sit examinations with greater ease, without placing an undue burden on the individual's disability (such as the option to be granted extra time, or the option to sit examinations orally rather than in writing).

These tools and measures will in no way result in a simplification of the examination or confer any form of undue advantage over other students. Each lecturer's assessment method will remain objective and impartial, as will the final examination result.

Please also note that the forms of support available for examinations may also be effective during lectures. For example, in the case of sensory disabilities (impaired vision or hearing), it may be necessary to provide suitable computer workstations (computers with screen magnification or text-to-speech software); similarly, in the case of mobility impairments, it may be necessary to equip the lecture theatre with a desk accessible to wheelchair users.

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, Specific Learning Difficulties \(SLD\) and Special Educational Needs \(SEN\)](#), regarding how to request assistive devices. For further information regarding eligible assistive devices based on the documentation submitted by the individual student, please email inclusione@unibs.it.

A student may request all the compensatory tools and special arrangements granted by the UOC for Inclusion, Participation and University Accommodation 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.

Below are some of the most common forms of support that may be requested from the UOC for Inclusion, Participation and University Halls of Residence to assist with examinations:

- An oral rather than a written examination, or vice versa, should the lecturer deem it appropriate;
- Granting of extra time, to be assessed on a case-by-case basis, up to a maximum of 50 per cent additional time;
- Tutoring service for writing and reading;
- Division of the exam into separate parts, if deemed appropriate by the lecturer;
- Provision of magnification or other arrangements to be agreed upon depending on the specific situation;
- Organisation of accessible examination stations: an accessible station for blind candidates, provision of a video magnifier or an accessible table for wheelchair users.

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

- Support in sourcing books in accessible formats;
- Assignment of a tutor to take notes during lectures. Please note that this tutor is not responsible for reworking or explaining the concepts covered during the lecture, and that the student's presence in the lecture theatre remains essential;
- Orientation service: during the initial settling-in phase at the facility, the tutor will be available to describe the location of key facilities such as toilets, catering areas, study rooms, etc., but will not act as a personal escort. Any situations involving severe lack of self-sufficiency will be addressed in conjunction with the Inclusion, Participation and University Accommodation Unit to assess the most appropriate solutions;
- Workstations equipped with video magnifiers, text-to-speech software, scanners and computer workstations for the visually impaired are available at the Interfaculty Library of Economics and Law at Vicolo dell'Anguilla, 8 (mezzanine floor) and at the Engineering Library at Via Branze, 38 (ground floor);
- Computers with text-to-speech software in Lecture Theatre 1 of the Brixia building at Via San Faustino, 64 (ground floor);
- The opportunity, for the duration of the degree programme, to make use of 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;
- Access to an accessible desk in the lecture theatre.

5.5 - 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.).

5.6 - 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 learning difficulties does not automatically entitle a student to this mode of teaching unless accompanied by appropriate medical documentation, 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.

5.7 - Foreign Languages

The University of Brescia does not consider it appropriate to grant students with disabilities a total exemption from learning a foreign language.

Consequently, for foreign languages too, the granting of any compensatory tools or dispensations will be assessed on a case-by-case basis, based on the diagnosis and documentation submitted.

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.

Subject to further details on 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, 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 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.

Students with disabilities are advised, at the start of the term or in any case before the exam, to contact the U.O.C. for Inclusion, Participation and University Accommodation, which, in collaboration with the University Language Centre (CLA – cla@unibs.it), will assess the appropriate support to be provided.

5.8 - 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 report submitted in the previous academic year is still valid and has been given the status 'Confirmed', it is not necessary to upload it again. If, however, the report required renewal or revision, the new documentation must be uploaded to the 'Declarations of Disability' section.

5.9 - Fees and contributions

Under Legislative Decree 68/2012 (Article 9, paragraph 2), students with a disability and/or impairment may be entitled to full or partial exemption from university fees.

Total exemption means payment of only the €16.00 stamp duty (unless a different amount is specified in future) and exemption from payment of the regional tax and university fees, as provided for in the Lombardy Region Protocol of 29 July 2019.

The following are eligible for full exemption from university fees:

- Students holding a certificate of disability of 66 per cent or more;
- Students who have been recognised as having a disability in accordance with Article 3, paragraphs 1 and 3, of Law 104/92

A partial exemption refers to a reduction in the all-inclusive fee of €300.00. In accordance with the provisions of the Prime Ministerial Decree of 9 April 2001, the following are eligible for the partial exemption:

- students with a degree of disability of between 50 per cent and 65 per cent.

(This exemption applies to students enrolled on three-year bachelor's degree programmes, master's degree programmes and single-cycle master's degree programmes, as well as those enrolled on individual courses).

Full exemptions are also provided exclusively for those enrolled on PhD programmes, specialisation schools and the 24 CFU pathway.

Finally, it should be noted that total or partial exemption from the payment of university fees does not apply to master's programmes, advanced study courses, refresher courses and vocational training programmes.

The medical certificate, attached at the time of enrolment solely for the purpose of claiming the above financial benefits, may be submitted with the notation 'omissis' (see 4.6 – *The certificate of disability or assessment of disability*).

Furthermore, pursuant to Legislative Decree 68/2012 (Article 9, paragraph 4), students forced to interrupt their studies due to serious and prolonged illness, duly certified, are fully exempt from the payment of university fees and contributions during that period.

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.

5.10 – 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, organised 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 by 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, incapacity or specific learning difficulties. For further information, please contact the Mobility and International Promotion Unit (erasmus.outgoing@unibs.it) and the Inclusion, Participation and University Accommodation Unit (inclusionone@unibs.it)

- **Incoming Erasmus students:**

Students with disabilities, impairments or specific learning difficulties who, through the Erasmus+ programme, will undertake a period of study at the University of Brescia will enjoy the same rights as other students with disabilities, impairments or specific learning difficulties attending our University. For further information, please contact the U.O.C. Mobility and International Promotion (erasmus.incoming@unibs.it) and the U.O.C. Inclusion, Participation and University Halls of Residence (inclusionone@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 verify that 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.

5.11 - Completing a degree programme

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

- Curricular work placements;
- Pre-graduation guidance and extracurricular work placements;
- Degree theses.

5.11.1 - 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, impairments or specific learning difficulties (SLD), it is advisable, at this stage, to:

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

5.11.2 - Graduation guidance and extracurricular work placements

In the months leading up to graduation, students with disabilities, impairments or specific learning difficulties (SLDs), 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 U.O.C. for Inclusion, Participation and University Halls of Residence – inclusionone@unibs.it – as well as the programme coordinator for the degree programme you are currently completing and the programme coordinator for 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.

If a student holds a certificate of disability or is covered by Law 104/1992, it is advisable to check whether they are eligible for inclusion in the Protected Categories under Law 68/1999 (for further information, please contact the Inclusion, Participation and University Accommodation Unit – inclusionone@unibs.it).

5.11.3 - Degree Thesis

During the thesis period for students with a disability, invalidity or a specific learning difficulty (SLD), the Inclusion, Participation and University Accommodation Unit is available to facilitate any necessary mediation or discussions 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 or specific learning difficulty (SLD) 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 types of students with particular vulnerabilities

The tutoring service is aimed at 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 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 information to help them 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 by referring them 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.

We also recommend keeping an eye on the University's website to check for any calls for applications regarding dedicated financial aid or the loan of technical aids.