



ORIC
N U M L

Policy for Students with Disabilities

Year 2022

Contents

Section-1: Definitions.....	2
Section-2. Policy and Procedure	3

Section-1: Definitions

In this Policy Document, unless otherwise specified, or anything repugnant to the Act and Statutes of National University of Modern Languages (NUML), the following expressions shall have the meanings as follows:

- 1.1 **Committee** means the individuals chosen by the Competent Authority to collect information and make decisions.
- 1.2 **Competent Authority** means Rector of the University.
- 1.3 **Disability** - means any long-term physical, mental, intellectual, or sensory impairments which may hinder a student's ability to effectively participate in normal day-to-day activities on an equal basis with others.
- 1.4 **Disability Certificate** - means the disability certificate issued for persons with disabilities from the National/Provincial Council for the Rehabilitation of Disabled Persons or a CNIC with a disability logo or proof of registration in NADRA's database as a 'special person'.
- 1.5 **Faculty member** means a faculty member (permanent/contractual/visiting) who works at the University.
- 1.6 **Procedure** is the process followed for implementing the policy.
- 1.7 **Student** means a person who is studying at the University.
- 1.8 **University** means National University of Modern Languages.

Section-2. Policy and Procedure

1. Purpose:

To create an enabling environment for inclusive education at National University of Modern Languages (NUML) and facilitate the participation of students with disabilities in all academic and extra-curricular aspects of University education.

2. Scope:

This policy is applicable to all students with disabilities at NUML, including enrolled students, prospective students and students that acquire disabilities during the course of their studies.

3. The Disability Support Office:

The Office is based on a structure composed of the Accessibility Committee and Disability Coordinators.

4. The Accessibility Committee and Disability Coordinators:

4.1 The Accessibility Committee: NUML will establish a standing Accessibility Committee comprising of five (05) members to be appointed by the Rector of the HEI, which shall include:

- a. at least one member from the faculty;
- b. at least one member from the student body; and
- c. at least two women members.

4.2 Roles and Responsibilities of the Accessibility Committee: The Accessibility Committee will be responsible for the following:

- a. determining what accommodations are needed for students with disabilities at the University including, where necessary, arranging for disability assessment by a professional;
- b. arranging and overseeing the provision of reasonable accommodations in accordance with this policy;
- c. arranging for counseling by a psychiatrist for students with disabilities if a student requests or whenever substantial need is established;
- d. providing information and advice to students and parents on the facilities and support available at the University for persons with disabilities;
- e. advising the faculty on the policies and procedures relevant to students with disabilities and how best to include and accommodate these students;
- f. advising the University on ways to improve access for students with disabilities vis-à-vis admissions, examinations, dissertations and other affairs of the institution and on the implementation of all relevant disability-related legislation;
- g. raising funds for the provision or development of facilities for students with disabilities at the University whenever needed;
- h. promoting awareness on different disabilities and disability related issues and the need to protect and promote the rights of persons with disabilities at the University through dedicated seminars, fundraising events, discussions, workshops and community engagement activities and communicating the role of the Disability Coordinators to students, staff and faculty; and
- i. liaising with philanthropic organizations working for persons with disabilities to enhance the capacities of their institutions to engage with persons with disabilities and to improve the facilities available for them at the University.

4.3 Decisions of the Accessibility Committee: The quorum requirement for meetings of the Accessibility Committee will be at least half of the members of the committee. Decisions will be made by a majority of the members present.

4.4 The Disability Coordinators: The Rector of the University will designate two (02) non-student members of the Accessibility Committee to be the Disability Coordinators for students with disabilities at the University, at least one of the Disability Coordinators will be a female. The name and contact details of the Disability Coordinators will be displayed on the website, prospectus, brochures, and student handbooks of the University and outside the Offices of the Rector and Registrar.

4.5 Roles and Responsibilities of the Disability Coordinators: The Disability Coordinators will be responsible for the following:

- a. to be a point of liaison between the Accessibility Committee and students with disabilities including connecting students with disabilities to the Accessibility Committee for determination of their accommodation requirements;
- b. guide and advise students with disabilities interested in seeking admission and enrollment, on the facilities and accommodations available and arrangements at the University for persons with disabilities;
- c. have regular, periodic meetings with enrolled students with disabilities and maintain records of these interactions. This practice will be used to assess any emerging needs the students may have and to decide the appropriate course of action to facilitate the student;
- d. advise and facilitate enrolled students with disabilities during the course of their studies on how to fulfill the administrative requirements of the University and benefit from other services provided at the University such as accommodations, transport, library, career counselling, extra-curricular opportunities etc.;
- e. refer students with disabilities to the Accessibility Committee for arrangement of psychiatric counseling if a student requests or academic coaching whenever needed;
- f. ensure that the student's access requirements are identified and made known to relevant faculty well ahead of commencement of classes;
- g. advise students with disabilities before the commencement of each semester or academic year on their course selection and learning activities entailed; and
- h. seek and record information on access requirements of individual student with disability enrolled at the University.

5. Admissions-Related Matters:

5.1 Application Process: Before submitting an application for admission, students with disabilities will be encouraged to visit the University and its website to assess the suitability of the premises and its surroundings. The University will ensure that applicants have full information about the support available and can request additional accommodations as needed. The following are the details of the process that must be followed with respect to University admissions:

- a. Admission application forms will include a section where students can convey information on their disability. In certain circumstances, such as to avail the accommodations under [Section 4.2](#) of this policy, applicants will be required to provide attested copies of a Disability Certificate (as defined in [Section 1](#)). The admission application form will also

- include a questionnaire for students with disabilities to explain their need for accommodations related to any entrance exams.
- b. It is important to note that there will not be any adverse impact on the application of a prospective student based on his or her disclosure of a disability. The application will be processed in the same manner as other applications, without any discrimination on the basis of the disclosed disability.
 - c. Applicants will be made aware that if they disclose their disability, the information provided on their application will, subject to applicable legislation, be retained on the University's confidential records and made available to relevant individuals involved in the admissions process and the members of the Accessibility Committee, which will provide necessary support during the application, interview, and entrance test process for students with disabilities.
 - d. Applicants who have declared a disability on their application form will be consulted about their needs and given advice on how the University will accommodate their needs.
 - e. The University will provide contact details for the Disability Coordinators and information on facilities available for students with disabilities on their prospectus, website, and advertisement for admission.
 - f. In case, the University does not have appropriate facilities to provide reasonable accommodations for students with disabilities to study at, on legitimate grounds, and the student has otherwise been deemed eligible to be admitted to the University in terms of the admission criteria, the Accessibility Committee will report the matter to the Rector and the University will make necessary arrangements to provide the opportunity for the student to undertake the program of study at the University.
 - g. Upon admission, students with disabilities will be offered an opportunity to provide additional information and documentation about their accessibility needs.

5.2 Entrance exam: Entrance exam must conform to the following requirements:

- a. Students with disabilities must be able to request special arrangements for entrance tests or interviews as per their needs, subject to the requirements of [Section 5.1\(a\)](#).
- b. The University will ensure the provision of reasonable accommodations for students with disabilities depending on the type of their disability and need during their entrance exam. For example, students with visual impairment may be provided modified exam materials such as Braille papers (Grade 1/un-contracted or Grade 2/contracted), large print exams: either A4 size (18pt bold font) or A3 size (15.5pt font). Students with hearing impairments may be provided special materials or lip-reading test. Depending on the type of disability, including learning disabilities, arrangements such as the following may be made: extra time (25-100 per cent extra time depending on the student's need), supervised breaks during the examination, use of a computer, use of an amanuensis, use of a reader or a scribe, option for an oral exam, separate invigilation, or a private area to take tests. For physical disabilities, appropriate accommodations will be provided depending on the individual case, including providing wheelchair access etc. However, the Accessibility Committee will ensure that the accommodation provided is reasonably related to the type of disability, so that while providing the accommodation, no one is given an unfair advantage.
- c. In some cases, students with disabilities may be exempted from a part of an examination because of a disability. The University may decide to use an alternate assessment tool to ascertain suitability of the student for the degree program. This will be decided by the Academic Council of the University.

- d. Students with disabilities must be informed well in advance about the arrangements being provided for them to undertake the entrance exam.
- e. In case the entrance exam is administered by a third party, if the designated test administrator does not provide appropriate facilities for students with disabilities to suitably take the test, the University will arrange for an alternate entrance exam for students with disabilities.

5.3 Financial aid, quotas, and age relaxation requirements: People with disabilities may qualify for a number of benefits including those presented below:

- a. Students with disabilities may qualify for certain benefits under the provisions of the applicable disability laws of the jurisdiction in which they are located. The University will ensure the provision of such benefits in accordance with relevant legislation. In the absence of, or in addition to, any such benefits, the University will adopt a needs-based system to facilitate students with disabilities whose financial situation may not otherwise permit them to afford their educational and any additional expenses related to their needs. The website and prospectus of the University will clearly mention any available fee waivers and concessions.
- b. Students with disabilities may qualify for age relaxation in admission requirements and disability quotas under applicable legislation, and the University will ensure compliance in accordance with relevant legislation. The University's website and prospectus will clearly mention any designated quota for persons with disabilities and any age relaxation options.

6. Process for Requesting Reasonable Accommodations

- 6.1** The University will provide reasonable accommodations to students with disabilities whenever necessary to encourage their participation in higher education including in classrooms, libraries, laboratories, cafeterias and sports centers. The website of the University and other web-based services such as student portals, LMS etc. will accordingly conform to level AA of the Web Content Accessibility Guidelines (WCAG).
- 6.2** The University will provide support and necessary accommodations to students with disabilities. The University will have preparedness to offer reasonable accommodations to students and will not wait to initiate action until requested.
- 6.3** All students will be informed about options to request reasonable accommodations commensurate with their need during the orientation session. Students with disabilities will be offered an assessment of their study and support needs at the earliest opportunity, preferably before they enroll, or shortly after the commencement of their program. As evidence of their disability for the purposes of this assessment, the Accessibility Committee may rely on a medical certificate from a registered medical practitioner, documenting the disability and the need for any accommodations.
- 6.4** At the commencement of each course, staff and faculty will also clearly inform the students that any student who, because of a disability, may require special accommodations in order to meet the course requirements will contact the instructor or the Disability Coordinators as soon as possible so that requisite arrangements can be made. Faculty members are encouraged to use textbooks that are available in alternate format. It may not be necessary to rewrite a course to accommodate students with disabilities; simply modifying the presentation of materials may make it fully accessible.

- 6.5** It is important to note that in making its assessment, the Accessibility Committee will strive to understand and recommend reasonable accommodations specifically focusing on the needs of the individual student rather than recommending generic accommodations that may apply to a certain category of disability. Once an assessment has been conducted, the Accessibility Committee will forward its directions to the relevant implementing authority, *provided that* in case of any accommodations that are directly related to examinations and assessments (i.e. listed under [Section 7.2](#)), approval of the competent authority designated by the University will be required before implementation.
- 6.6** The views of the student with disabilities will be taken into consideration at all times during the assessment of their needs. The assessment report, containing detailed recommendations, will be shared with the student prior to its implementation.
- 6.7** Alternatively, the class instructor, the Disability Coordinators and the student may mutually discuss and decide on any special requirements needed (including those needed for mid-term or final examinations) and accommodations at the start of the course and share them with the Accessibility Committee if its support is needed.
- 6.8** These accommodations may take considerable time, and students will be informed of their course requirements, course components and reading materials well before the commencement of a course and on their accessibility requirements at the start of the course.
- 6.9** The Accessibility Committee will monitor the implementation of any accommodations deemed necessary and reasonable.
- 6.10** The University will ensure the provision of the same level of services and support to students who acquire any disability (or become aware of their disability) during the course of their study. Every reasonable opportunity will be provided to them to complete their studies successfully.
- 6.11** A student with a temporary disability may receive accommodations as needed on a case by case basis upon submission of a medical certificate by a registered medical practitioner and upon recommendation by the Accessibility Committee for reasons to be recorded in writing.
- 6.12** Faculty and staff will be aware of the use of accommodations and learning aides for students with disabilities. University will have teacher training programs to train faculty and staff on best practices for accommodating students with disabilities and especially encourage its staff, faculty and students to participate in development opportunities related to the provision of education to persons with disabilities.
- 6.13** Students with disabilities will be encouraged to suggest improvements in accessibility and accommodation services available at the University. If one student with a particular type of disability had difficulty with a specific task, the faculty, the Accessibility Committee, and the Disability Coordinators may not assume that the next student with the same type of disability will experience similar problems. Students with disabilities are sensitive about their disabilities, so faculty, the Disability Coordinators and staff will make every effort to treat these issues sensitively and confidentially.

7. Types of Accommodations

- 7.1 Reasonable accommodations:** In determining the accommodations to be provided, the Accessibility Committee will make sure that these are reasonably tied to the nature and extent of the disability suffered. It is important to remember that accommodations are not advantages, but are a means of providing each student with full access to study programs. Depending on the case, accommodations may include:
- medical and mental health assistance such as access to counselling;
 - changes to physical infrastructure of the University including addition of footpaths, road crossings, signage etc., provision of ramps or special pathways and dedicated washrooms;
 - human, digital and assistive technology support including (but not limited to) readings, lecture tape recordings, audiotaped or Brailled handouts, laptops or high-tech computers capable of running heavy screen reading, optical character readers, Braille displays, and other special software, Braille embossers, books, and magazines, Braille lab signs and equipment for students with visual impairments, lecture notes, headphones and induction, assistive hearing devices, video cameras, recordings and video conferencing, for students with auditory impairments, wheelchair assistance, lecture notes, scribes for students with ambulatory difficulties, scanners and printers, special books/tutorials including large print versions, e-books or audio books, media with closed captioning, and wheelchair assistance;
 - additional time, explanation and quiet areas; and
 - any other accommodation as may be necessary as determined by the Accessibility Committee from time to time, *provided that* any such accommodations that are directly related to examinations and assessments, such as those under [Section 7.2](#), will require the student to provide a Disability Certificate (as defined in [Section 1](#)).
- 7.2 Examinations and assessments:** At the commencement of each course appropriate arrangements for examination and assessment will be determined through mutual consultation between the faculty, the Disability Coordinators and the student. To qualify for an accommodation, the student must provide a Disability Certificate (as defined in [Section 1](#)). Alternate arrangements will be made with the view that students are able to demonstrate their learning appropriately and suitably meet the criteria for progression or the conferment of an award. In general, standards for academic credit will not be modified. They may need accommodations in testing, but the content will not be changed unless necessary. Alternate arrangements for examination (for example, extra time, reduced distractions, use of assistive technology such as laptops, scribes etc.) must be approved in accordance with the provisions of [Section 6.5](#) in advance. Where needed, students with disabilities can choose whether or not to have their disability declared on their exam booklet so an external examiner is alerted to their disability.
- 7.3 Residential/on-campus housing related accommodations:** The University will ensure the provision of on-campus residential facilities/hostel to students with disabilities if they require it.
- 7.4 Participation in sports, cultural, and recreational facilities:** Students will be able to participate equally in all aspects of student life. The University will provide reasonable accommodations to allow students with disabilities to take part in student activities and athletics if they wish to.
- 7.5 Continuing education, vocational training, online education, skill development, distance learning, adult education, and training:** Students with disabilities will have access to all necessary accommodations that would allow them to pursue all educational and skill related activities offered to their peers at the University.

- 7.6 Accommodations during convocation:** The University will make every effort to ensure that students with disabilities are able to participate fully in their convocations and enjoy this day along with all their fellow graduates.

8. Grievances

- 8.1** Any grievances pertaining to disability services available at the University or any complaint by a student with disability concerning discrimination, abuse or mistreatment by another student, staff or faculty will be submitted to the Disability Coordinators. University will ensure that students are aware of the process for filing a grievance. If they are unable to resolve the concern, the Accessibility Committee may be approached. The matter may be referred to the Rector if the issue is not appropriately resolved by the Accessibility Committee.
- 8.2** If the grievance concerns a Disability Coordinator or a member of the Accessibility Committee, the complaint will be received directly by the office of the Rector, who will replace the person against whom the complaint has been made if substantial grounds for removal are established on grounds such as harassment, discrimination, indolence etc.
- 8.3** If any complaint made in accordance with [Sections 8.1 and 8.2](#) has not adequately been addressed by the office of the Rector, the student may contact the Higher Education Commission's (HEC) Disability Officer regarding the lack of compliance of the University with the provisions of this policy.

9. Funds to Support Reasonable Accommodations

- 9.1** The University will establish a special fund to support students with disabilities and annually contribute sufficient funds therein through exclusive budgetary provision. Additionally, all funds and contributions raised through philanthropy will accrue in this fund. Whenever the University or a student with disabilities' own financial resources are deficient in meeting an accessibility requirement pertaining to his or her studies, the University will use this fund to provide the necessary accommodations after a thorough evaluation of each case.

10. Responsibilities of the Higher Education Commission (HEC)

- 10.1** The HEC will designate a Disability Officer who will provide guidance on the matters pertaining to this policy and facilitate vis-à-vis disability-related interactions with the HEC.
- 10.2** The HEC may require the Disability Officer to assign weightage to the University's compliance with this policy in the recurring grant formula, the ranking criteria and the Institutional Performance Evaluation (IPE).
- 10.3** Proposals for infrastructure development at the University may be submitted to the HEC's Disability Officer and will be reviewed to ensure that any new building infrastructure comply with international accessibility codes for persons with disabilities.
- 10.4** The Disability Officer at the HEC will assist students with disabilities during the degree attestation/equivalence process.
- 10.5** The HEC will collaborate with international and national organizations for the advancement of persons with disabilities.

11. Reporting Requirement, Further Advice and Guidance

- 11.1** University will establish the standing Accessibility Committee and designate Disability Coordinators in accordance with the provisions of the policy no later than June 1, 2022 and submit a statement of compliance with this provision (as well as with other

applicable provisions, including Section 4.1 and 4.4) to the HEC by the aforementioned date (including the names and designations of the appointed members).

- 11.2** University will submit an annual report to the HEC demonstrating compliance with the provisions of the policy by December 31st of each year. The HEC Disability Officer will notify the Form on which the University will report compliance.
- 11.3** The HEC's Disability Officer may be consulted for clarification and advice in regard to the implementation of this policy.
- 11.4** In case of any difference of opinion regarding the interpretation of this policy, the HEC's judgment will be considered final.