



ACTION PLAN FOR INCLUSIVE LEARNING AND UNIVERSAL DESIGN

ACTION PLAN 2020–2023 // UNIVERSITY OF BERGEN

INTRODUCTION

All students at UiB are entitled to a good and inclusive learning environment.

Through universal design and individual adaptation of study provisions, UiB will help create a learning environment that allows all our students to fully participate in all aspects of university life.

There are mutual obligations between UiB and the students. Consideration shall be given to the desires and opinions of the individual students in the design of individual facilitation measures. All employees at UiB shall be solution-oriented and have sufficient information and access to the resources necessary to adapt study provisions and include students with disabilities. Likewise, the students are obliged to contribute so that appropriate solutions can be found in a joint effort.

The academic requirements for learning are the same for all students, and based on their abilities, the students are expected to show a willingness to adapt to the applicable requirements and conditions of the programme of study.

Supporting documents – Legislation

Section 4-3 (5) of the Act relating to Universities and University Colleges (UHL) ensures that each individual student has the right to adapted, special teaching arrangements. Furthermore, it is stipulated that the learning environment shall be designed according to the principle of universal design and that the conditions affecting study should be facilitated for students having the need for such facilitation. Adapted study provisions, however, must not be at the expense of the academic requirements set out in the programme.

Section 17 of the Norwegian Equality and Anti-Discrimination Act on universal design establishes the duty of the enterprise to universally design the regular functions of the enterprise. Requirements for universal design are also covered in the Norwegian Planning and Building Act, building regulations, as well as the Norwegian Public Procurement Act. Section 18 of the same act establishes the duty to universally design ICT solutions. The details of this are found in regulations,

Section 21 of the Norwegian Equality and Anti-Discrimination Act also stipulates that "Pupils and students with disabilities who attend a school or educational institution have a right to suitable individual accommodation in respect of the place of learning, teaching, teaching aids and examinations, to ensure equal training and education opportunities."

PRIORITY AREAS FOR INCLUSIVE LEARNING ENVIRONMENT AND UNIVERSAL DESIGN FOR THE PERIOD 2020–2023

A. PRIORITY AREA: RECRUITMENT AND APPLICATION PHASE

SUB-GOALS	MAIN ACTIVITIES	RESPONSIBLE	WHEN
SUB-GOAL 1: UiB will actively communicate and visualise its strategy to ensure equal training and education opportunities for all students.	Ensure accessible and good online information for relevant applicants.	SA, KA	A-2020
	Ensure that contacts are easily accessible via all devices.	SA, the faculties and departments	S-2021
	Produce a recruitment film for inclusive learning environment.	SA, KA	A-2021
	Develop an information plan for students with special needs.		S-2021
SUB-GOAL 2: Prospective students with special needs for facilitation will find important, good and structured information at uib.no.	Review and further develop information pages about adapted study provisions.	SA, KA	S-2021
	Clarify to applicants what can be expected in terms of facilitation at UiB.	SA	S-2022
	Establish SA clearly as the content owner/editor. Clean up all page hits.		S-2022 S-2021
SUB-GOAL 3: It should be perceived as easy to apply for adapted study provisions prior to and during the course of study.	Develop an online form to apply for facilitation before the start of the semester. Ensure that the documentation requirements are clear.	SA	S-2020 S-2020
	Ensure that documentation accompanies the student across faculties.		S-2021
SUB-GOAL 4: UiB's digital surfaces shall be universally designed.	Establish project for review and universal design of all student-relevant digital surfaces.	SA, IT	S-2022

B. PRIORITY AREA: START OF STUDIES

SUB-GOALS	MAIN ACTIVITIES	RESPONSIBLE	WHEN
SUB-GOAL 1: The need for adapted study provisions for all students shall be clarified at the start of the semester.	Offer an interview conversation and tour of the campus at the start of the semester to all students with a documented need for adapted study provisions. Offer to provide a personal study buddy.	The faculties and departments	A-2023
	Inform during the first lecture about where to find information on special adaptation of the examination, as well as when the deadline to apply is.		A-2021
SUB-GOAL 2: All students with documented needs for adapted study provisions must be followed up	Develop a template for individual action plan.	SA	A-2022
	Health information shall be kept in ePhorte in compliance with applicable regulations for the retention and processing of health information.	The faculties and departments	A-2022

C. PRIORITY AREA: THE COURSE OF STUDY

SUB-GOALS	MAIN ACTIVITIES	RESPONSIBLE	WHEN
SUB-GOAL 1: The learning environment at UiB shall be designed according to the principle of universal design.	Follow up UiB's area use plan for universal design.	EIA	A-2020 ongoing
	Work to ensure that all digital surfaces are universally designed. Ensure close dialogue between the units in individual cases.	SA, IT Faculties, departments and central divisions	A-2022 A-2020
SUB-GOAL 2: Students shall receive teaching and assessment in a universally designed learning environment.	Ensure continual focus on universal design of the learning environment in all relevant units.	SA, UPED	A-2021
	Offer appropriate individual adaptation whenever general universal design is not sufficient.	The faculties and departments	S-2021
	Identify challenges and rights for admitted foreign students so that they receive the necessary adaptation during their stay at UiB.	SA	S-2021
SUB-GOAL 3: Students shall find that all employees at UiB have knowledge about and are willing to facilitate an inclusive learning environment of universal design.	Develop their own competence plans for study advisers and other staff members working with tasks related to adaptation of study provisions.	SA	V-2023
	Offer UiB courses, campaigns and focus days aimed especially at teachers and study advisers in the use of facilitation tools.	SA	H-2022
	Further develop good websites with information and learning about adapting teaching and the instructional environment for staff members.	SA, KA	H-2022
	Establish contacts in the units who have particular responsibility and expertise in the area of facilitation.	Faculties, institutes and central divisions	V-2020
SUB-GOAL 4: The students shall experience good collaboration between UiB and partners in the area of adaptation of study provision.	Ensure close cooperation with Sammen and other key players.	SA, the faculties	A-2022
	Draw up own cooperative agreements and regular dialogue meetings with relevant actors, such as NAV and county administration/municipality when needed.	SA	A-2022
SUB-GOAL 5: Students shall have the opportunity to evaluate the specially adapted arrangements offered to them.	Ensure that the students who are given adapted study arrangements in connection with the study programme are given the opportunity to evaluate the adapted provisions.	SA	S-2023

D. PRIORITY AREA: ORGANISATION, DIVISION OF RESPONSIBILITY AND COMPETENCE ENHANCEMENT

SUB-GOALS	MAIN ACTIVITIES	RESPONSIBLE	WHEN
SUB-GOAL 1: UiB shall have a clearly structured organisation and division of responsibilities in efforts to ensure an inclusive learning environment for all students.	Ensure that organisation and responsibility within the organisation are clear.	SA	S-2021
	Ensure leadership's increased focus on universal design.	SA	S-2021
	Establish good routines for information flow at UiB in cases involving facilitation.		A-2022
	Create "SA Facilitation" as a competence unit with overall and coordinating responsibility for adapted study provision practices at UiB.		A-2022
	Ensure that "SA Facilitation" supports the academic units in challenging individual cases, and that regular meetings are held with the faculties and departments.		A-2022
	Build and manage an equipment pool that the faculties, UB and student organisations can use.		A-2022
	Be drivers within their areas in connection with universal design.	Central divisions	S-2021
SUB-GOAL 2: Universal design shall be part of the basic pedagogical competence of all staff members having teaching-related tasks.	Ensure that each unit has at least one contact person with reasonable time allocated to the position.	The faculties and central divisions	S-2021
	Ensure that all participants in the university pedagogy training programme for new employees receive training in universal design.	UPED	A-2020
SUB-GOAL 3: Appropriate training, competence development and experience-sharing in networks shall be offered for all staff who work particularly with adaptation of study provisions and universal design.	Coordinate and further develop the expertise of the Facilitation Network.	SA	S-2022
	Ensure that each unit has at least one dedicated person who is a permanent participant in the Facilitation Network, with a sufficient portion of their position allocated for following up students and their own competence development in the field.	The Faculties	S-2021
SUB-GOAL 4: All employees at UiB shall have knowledge of universal design.	Prepare information materials and campaigns.	SA	S-2022

This plan will be evaluated when it has been active for 2 years.



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