

Annex to the Rector's Regulation No. 39/2023 dated March 27, 2023

Regulations and Forms of Support for Persons with Special Needs, Including Persons with Disabilities at the Medical University of Lublin

1. The University ensures that persons with special needs, including persons with disabilities, have the necessary conditions for full participation in university life and the academic community. This includes participation in recruitment, education, scientific activities, cultural and sports events, and employment.
2. This Regulation defines the University's obligations regarding accessibility for persons with special needs, including persons with disabilities. The responsibility for ensuring accessibility and providing support for persons with special needs lies with the University's units.

The Office for Persons with Disabilities (hereinafter referred to as "BON") coordinates the implementation of this task within the University and supports its units in fulfilling this responsibility.

3. The primary legal acts applicable include:
 - 1) The Constitution of the Republic of Poland of April 2, 1997
 - 2) The Convention on the Rights of Persons with Disabilities, adopted in New York on December 13, 2006 (hereinafter referred to as the "Convention")
 - 3) The Act of July 19, 2019, on Ensuring Accessibility for Persons with Special Needs (hereinafter referred to as the "Accessibility Act")
 - 4) The Act of April 4, 2019, on Digital Accessibility
 - 5) The Act of August 19, 2011, on Sign Language and Other Means of Communication
 - 6) The Act of July 20, 2018, on Higher Education and Science
 - 7) The Act of August 27, 1997, on Vocational and Social Rehabilitation and Employment of Persons with Disabilities
 - 8) The Act of July 7, 1994, on Construction Law

9) Directive (EU) 2019/882 of the European Parliament and of the Council of April 17, 2019, on the Accessibility Requirements for Products and Services

4. Definitions:

1) Person with special needs – as defined in Article 2, point 3 of the Act of July 19, 2019, on Ensuring Accessibility for Persons with Special Needs, refers to an individual who, due to their external or internal characteristics or circumstances, must take additional actions or use additional measures to overcome barriers and participate in various areas of life on an equal basis with others. Persons with special needs include: persons with disabilities, elderly individuals, individuals recovering from injuries or accidents, individuals undergoing rehabilitation, persons of short or tall stature, individuals practicing social distancing during the COVID-19 pandemic, etc.

2) Person with a disability – as defined in Article 1, paragraph 2 of the Convention, refers to an individual with a long-term physical, mental, intellectual, or sensory impairment that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. Under this Regulation, persons with disabilities also include: individuals with chronic illnesses, deaf and hard-of-hearing individuals, individuals with experiences of mental health crises, individuals with specific learning difficulties (such as dyslexia, dysgraphia, dyscalculia, dysorthography), individuals on the autism spectrum, etc.

The long-term nature of an impairment is understood as a period of at least one semester for students or six months for other individuals, considering the context of education, scientific activities, and employment. In individual justified cases, this period may be shorter, including anticipated impairment duration.

3) Universal design, as mentioned in Article 2 of the Convention, refers to the design of products, environment, programs, and services in such a way that they are useful for everyone to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" does not exclude the use of assistive technologies for specific groups of persons with disabilities if needed.

4) Reasonable accommodation, as referred to in Article 2 of the Convention, means necessary and appropriate changes and adjustments that do not impose a disproportionate or excessive burden, if required in a particular case, to ensure that persons with disabilities can enjoy all human rights and fundamental freedoms on an equal basis with others.

- 5) Assistive technologies – specialized technical solutions, hardware, or software that support persons with special needs, including persons with disabilities.
 - 6) Soft support – psychosocial support related to participation in university life and the academic community, such as psychological consultations, coaching, and mentoring.
5. Persons eligible for support include individuals with special needs due to health conditions, including persons with disabilities, specifically: applicants, students (undergraduate, postgraduate, doctoral students, those in doctoral schools, those in continuing education programs, etc.), employees (academic staff, administrative staff, technical staff, etc.), individuals in the university's surrounding community.
6. The implementation of the task referred to in Section 1 of these Regulations is based, among others, on the following values and principles:
- 1) Dignity, autonomy, independence, and subjectivity
 - 2) Equality, including equal opportunities and equal responsibilities
 - 3) Full participation in university life and the academic community on an equal basis with others
 - 4) Self-determination in expressing needs (to university units, staff, fellow students, researchers, colleagues, etc.)
 - 5) Application of universal design, and in justified cases where this is not possible, reasonable accommodations – concerning conditions and forms of education, scientific activities, employment, investment projects, and renovations
 - 6) Ensuring accessibility
 - 7) Respect for diversity and acceptance of persons with special needs, including persons with disabilities, as part of human diversity and humanity as a whole
 - 8) Limiting access to sensitive data
 - 9) Right to education
 - 10) Right to conduct scientific activities
 - 11) Right to employment

- 12) Right to reliable and comprehensive information
- 13) The right to be a partner to the University (the right to participate) in developing solutions that ensure full participation in university life and the academic community.
- 14) The right to continuity and quality of support.

7. Tasks of the BON (Office for Persons with Disabilities) include:

- 1) Implementation of general services as referred to in Section 9 of these Regulations.
- 2) Granting individuals with special needs, including persons with disabilities, rights to fully participate in university life and the academic community, as well as assigning services resulting from these rights.
- 3) Coordinating and supporting activities related to the granted rights and services, carried out by university units and staff.
- 4) Direct implementation of certain rights and services.
- 5) Conducting informational activities – in accordance with Annex No. 2 of these Regulations.
- 6) Raising awareness and knowledge regarding the needs of persons with special needs, including persons with disabilities – in accordance with Annex No. 2 of these Regulations.
- 7) Coordinating and supporting accessibility-related activities – in accordance with Annex No. 3 of these Regulations.

8. Granting Support:

- 1) Support is provided to individuals with special needs arising from health conditions, including disabilities or other short-term or long-term circumstances.
- 2) BON (Office for Persons with Disabilities), on behalf of the University, confirms the entitlements of individuals with special needs (including persons with disabilities) and grants support services.
- 3) BON ensures that the process of applying for support is free from excessive and unjustified formalities, for example, by allowing submission based on a single application—taking into account Section 11 of these Regulations.

9. BON provides general services that are available to everyone and do not require prior approval, including:

- 1) Assessing the needs and potential of individuals with special needs (including persons with disabilities) in collaboration with the person concerned.
- 2) Jointly determining entitlements, necessary services, and, if needed, a support plan in partnership with the individual.
- 3) Issuing certificates confirming granted entitlements and services.
- 4) Ongoing consultations for individuals with special needs, including persons with disabilities.

10. BON confirms entitlements for individuals with special needs, including persons with disabilities, and grants services resulting from these entitlements, including:

- 1) Providing soft support, including psychological support.
- 2) Ensuring accessibility of the educational process.
- 3) Ensuring accessibility of educational materials.
- 4) Ensuring accessibility of the learning outcomes assessment process (accessible formats, appropriate organization, etc.).
- 5) Ensuring accessibility of the admission process, including recruitment.
- 6) Ensuring accessibility of foreign language learning.
- 7) Ensuring accessibility of physical education classes.
- 8) Ensuring accessibility of conducting educational activities.
- 9) Ensuring accessibility of conducting scientific research.
- 10) Ensuring accessibility of employment for non-academic staff.
- 11) Providing assistant services, including personal assistants for individuals with disabilities.
- 12) Providing support related to student housing.
- 13) Providing support related to transportation.

- 14) Providing specialized support services for deaf and hard-of-hearing individuals.
- 15) Providing specialized support services for blind and visually impaired individuals.
- 16) Providing specialized support services for individuals on the autism spectrum.
- 17) Ensuring Special Entitlements and Support Services for Individuals in the University's Broader Community.
- 18) Providing Other Necessary Entitlements and Services as Needed.

A detailed description of the entitlements and services mentioned in Section 10, points 1-19, can be found in Annex No. 1 of this Regulation.

11. Reporting Special Needs:

- 1) Reporting special needs should be done through BON. Students may also report their special needs via their respective dean's office. Applicants may report their needs through the Recruitment Office or the Doctoral School Office, as appropriate.
- 2) A report or update regarding special needs may cover any aspect of an individual's specific requirements.
- 3) Special needs should be reported in advance to allow the university sufficient time to implement the necessary accommodations.

12. Determining special needs and potential

- 1) Collaboratively – on a partnership basis – by the individual concerned and a BON consultant or, in specific cases, by the aforementioned persons together with a University unit (such as a Faculty).
- 2) For a specified period (e.g., for the duration of studies, employment, a semester, an academic year, etc.) or indefinitely, depending on the expected duration of the needs and the individual's participation in University life and the academic community.

13. Verification of an individual's special needs, potential, and (if applicable) disability status is conducted based on:

- 1) Documentation related to health status or special needs.

- 2) Interview.
- 3) Surveys or forms regarding functionality and needs.

If special needs are obvious (visible)—such as for a blind person, a person using sign language, or a wheelchair user—no documentation is required at the time of application; a formal note is sufficient. However, the individual must provide the required documents mentioned in Section 13, Point 1 during their next contact.

14. The documentation referred to in Section 13, Point 1 may include, but is not limited to:

- 1) A certificate of disability degree or an equivalent official document.
- 2) Documents issued under educational regulations, such as: reports from psychological-pedagogical counseling centers, documents related to exam accommodations (adjusted conditions or formats), documentation of individual educational or therapeutic programs.
- 3) Medical records.
- 4) Other specialized documentation.

15. Documentation of the Process for Granting Rights and Services

- 1) Based on the information or documents mentioned in Section 13, BON prepares a note confirming the granted rights, including confirmation of disability status.
- 2) BON retains a copy of the documents referred to in Section 13 of this Regulation.
- 3) If the note mentioned in Section 15, Point 1 only duplicates information already contained in the retained copies of documents, BON may waive the preparation of the note.

16. Processing of Personal Data

The information and documents referred to in Sections 13 and 15 are protected in accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council of April 27, 2016 on the protection of natural persons regarding the processing of personal data and the free movement of such data, repealing Directive 95/46/EC. The detailed principles of data protection are outlined in Annex No. 4 of this Regulation.

17. Certificate of Granted Rights and Services

- 1) BON, on behalf of the University, issues certificates of granted rights and services, except for rights granted under statutory law.
- 2) BON issues certificates without delay.
- 3) The certificate does not directly contain information about the person's health condition.
- 4) BON provides the certificate to the entitled person via the University's IT system, or delivers it in written or electronic form, according to the person's request.

18. Informing About Granted Rights and Services

- 1) A person with special needs, including a person with a disability, decides whether to inform University staff (lecturers, colleagues, etc.) or University units about their granted rights and services.
- 2) The entitled person personally conveys this information. In special cases, BON may provide the information upon the person's request.
- 3) BON cannot disclose this information without the consent of the entitled person, except in cases specified in Section 18, Point 2 of this Regulation.
- 4) Informing University staff (lecturers, colleagues, etc.) or University units about granted rights and services is done in advance to ensure their timely implementation.

19. Implementation of Rights and Services

- 1) University units and staff ensure the granted rights and services upon receiving information about them—taking into account Section 18.
- 2) BON coordinates and supports activities related to the granted rights and services, carried out by University units and staff, including providing consultations, explanations, and collaborating on specific solutions.
- 3) A University unit or staff member may request information from BON regarding the form and scope of granted rights or services for a person with special needs, excluding the reasons for granting such rights or services (including health conditions).

- 4) If a University unit or staff member does not respect the granted rights or services, BON contacts the respective unit or individual to ensure the implementation of these rights and services.
- 5) If the action described in Section 19, point 4 of this Regulation proves ineffective, BON submits a complaint to the Rector. This right is also granted to the person with special needs, including a person with a disability, affected by the situation.
- 6) The Rector makes a decision regarding the implementation of rights and services within 14 days. The resolution issued by the Rector is final.

20. Appeal Procedure Regarding Decisions on Rights and Services:

- 1) A person with special needs, including a person with a disability, may contact the BON for clarification regarding the certificate of rights and services.
- 2) A person with special needs who disagrees with the content of the certificate regarding rights and services has the right to appeal to the Rector after exhausting the procedure mentioned in point 1 of this section.
- 3) The Rector decides on the appeal within 14 days. The Rector's decision is final.

21. Rights and Services in the Context of BON's Resources (Financial, Personnel, etc.):

- 1) BON grants rights considering the specific needs of the individual.
- 2) BON supports the implementation of granted rights and services by university units and staff or directly provides them within available resources. This does not apply to general services mentioned in section 9 of this regulation, which are provided continuously.
- 3) If BON lacks the resources to implement (or support the implementation of) granted rights or services, BON submits a request to the Rector for such resources.

22. General Rules for All Support Services:

- 1) Individuals applying for or using support services are required to exercise due diligence, including: meeting required deadlines, informing about entitlements in advance, and requesting or canceling services with appropriate notice.

- 2) BON may suspend or revoke granted rights and services for individuals who fail to comply with the rules stated in point 1 of this section.
- 3) BON may define rules for the use of specialized support services, which will be published on the University's website.

23. Special Cases:

- 1) Cases not covered by this Regulation are reviewed by the Representative for Students with Disabilities, taking into account the justification and circumstances of the specific case.
- 2) In individual, exceptional, and justified cases, the Representative for Students with Disabilities may make a different decision than what follows from the above regulations.
- 3) In no case shall the application of this exception result in a violation of the principle of equality, including equal opportunities and equal obligations.

Annex No. 1: Forms of Support for Individuals with Special Needs, Including Persons with Disabilities (Direct and Indirect)

1. Providing Soft Support

- 1) Psychological support
- 2) Psychoeducation, including guidance on effective participation in the learning process, group work, and academic life
- 3) Coaching, including support in integrating into the academic community and career path selection
- 4) Mentoring

- 5) Individual consultations, workshops, training sessions, etc., covering:
 - a) Functioning in the academic environment for new students (e.g., adaptation training)
 - b) Self-awareness and self-esteem
 - c) Social competencies such as assertiveness, interpersonal skills, and etiquette
- 6) Other entitlements or services

2. Ensuring Accessibility of the didactic process

- 1) Ensuring accessibility of teaching methods (universal design or necessary adaptations), including practical classes (such as laboratories, internships, etc.)
- 2) Minimizing harmful, burdensome, or hazardous factors affecting health
- 3) Adjusting the schedule of academic classes
- 4) Selecting appropriate venues for academic classes
- 5) Providing hybrid or remote classes—generally excluding practical classes—while considering separate regulations, including those related to ECTS credits
- 6) Individual study arrangements and individualized learning organization (in the Doctoral School, postgraduate studies, etc.), including one-on-one classes; entitlements in this area for studies and education in the Doctoral School are granted by the appropriate Dean or the Vice-Rector for the Doctoral School and Clinical Research, with possible support from BON
- 7) Organizing dedicated classes for individuals with special needs, which can replace standard courses or serve as additional, supplementary courses (including remedial courses), covering subjects from the curriculum (dedicated language courses and physical education classes are discussed separately below)
- 8) Other entitlements or services

3. Ensuring Accessibility of Educational Materials

- 1) Providing materials in text format (e.g., through OCR software – Optical Character Recognition)
- 2) Providing materials in electronic format, including alternative descriptions for non-text content
- 3) Providing materials in large print

- 4) Providing materials in Braille
 - 5) Preparing tactile graphics (typhlographic materials)
 - 6) Providing (purchasing) dedicated educational materials (e.g., adapted for a specific disability, such as maps with Braille labels)
 - 7) Allowing the recording of (educational) classes – for personal use only
 - 8) Providing accessible notes (transcribing notes, academic assistant services, etc.)
 - 9) Providing workstations for independently creating accessible versions (equipped with a scanner, copier, OCR software, etc.)
 - 10) Accessing available materials within digital libraries (such as the Academic Digital Library)
 - 11) Other entitlements or services
- 4. Ensuring Accessibility in the Verification of Learning Outcomes – Including Exams and Assessments (Accessible Format, Appropriate Organization, etc.)**
- 1) Providing an accessible format (oral, written, written on a computer, remote written, remote oral, etc.) in accordance with universal design principles or another format closest to the original.
 - 2) Ensuring objectivity in verifying learning outcomes in an alternative format (maintaining anonymity as in the standard format, avoiding an increase in stress levels compared to the standard format, etc.).
 - 3) Adjusting the schedule and ensuring flexibility
(If it falls outside the academic calendar, it requires approval from the relevant dean for studies or another appropriate person in the case of a doctoral school.)
 - 4) Selection of location
 - 5) Possibility of remote participation
(See Section 4, Point 1 of this Annex) – except for the verification of practical skills learning outcomes.

- 6) Verification of learning outcomes either together with other individuals or separately, in the BON office, etc.
 - as a rule, provided it aligns with the intended learning outcomes.
- 7) Ensuring accessibility of materials (e.g., exam papers).
- 8) Providing appropriate time accommodations
(extension of time, splitting the exam into sections, introducing breaks during the exam, etc.).
- 9) For oral exams: Receiving questions in an accessible format
(text, large print, electronic format, etc.).
- 10) Providing sign language interpreters.
- 11) Providing academic and personal assistants for individuals with disabilities.
- 12) Other entitlements or services.

5. Ensuring accessibility of the admission process, including recruitment

- 1) Ensuring accessibility of electronic recruitment systems.
- 2) Allowing applicants to provide information about their specific needs, request information about available support, request contact, etc., through the electronic recruitment system.
- 3) Limiting or eliminating the need for in-person visits to the university (does not apply to practical entrance exams).
- 4) Allowing document submission primarily in electronic form – applicable to doctoral school admissions.
- 5) Ensuring accessibility of entrance exams.
- 6) Publishing information on hazardous, burdensome, or harmful factors in specific study programs and disciplines within the Doctoral School.
- 7) Ensuring accessibility of the education process in individual cases to limit or eliminate hazardous, burdensome, and harmful factors – provided that the learning outcomes in the study program can still be achieved.

- 8) Including information for applicants with special needs, including disabilities, in admission guides.
- 9) Other entitlements or services.

6. Ensuring accessibility of foreign language learning

- 1) Ensuring accessibility of standard language classes.
- 2) Providing additional, supplementary language classes.
- 3) Offering specialized foreign language courses tailored to individual needs and abilities, with formats or materials adapted for persons with disabilities, such as visual, hearing, or mental impairments, as well as individuals on the autism spectrum.
- 4) Providing (or funding) external language classes (e.g., in collaboration with other universities or third-party organizations, such as NGOs).
- 5) Ensuring highly qualified teaching staff, including specialized training for language instructors.
- 6) Other entitlements or services.

7. Ensuring accessibility of physical education classes

- 1) Ensuring accessibility of standard physical education classes.
- 2) Providing additional, supplementary physical education classes.
- 3) Offering specialized physical education classes tailored to individual needs and abilities.
- 4) Providing (or funding) specialized physical education classes outside the University (e.g., in collaboration with other universities or third-party organizations, such as NGOs).
- 5) Ensuring access to specialized training equipment for participation in physical education classes.
- 6) Allowing external, specialized physical activities adapted to the needs of persons with disabilities to count towards course requirements if not provided by the University.
- 7) Ensuring highly qualified staff, including specialized training for instructors.
- 8) Providing support for participation in sports camps.
- 9) Organizing accessible sports camps for persons with disabilities (with special needs).

10) Other entitlements or services

8. Ensuring accessibility in conducting scientific activities

- 1) Providing accessible spaces, conditions, and appropriate organization for conducting scientific activities.
- 2) Reducing harmful, burdensome, or health-threatening factors.
- 3) Ensuring accessibility of research materials.
- 4) Ensuring accessibility of research equipment and software.
- 5) Providing research assistants.
- 6) Offering support for participation in scientific conferences (covering additional costs related to special needs, including disabilities).
- 7) Ongoing consultations for academic staff.
- 8) Other entitlements or services.

9. Provision of assistant services

- 1) Educational assistant services, including scribes.
- 2) Research assistant services (for University staff).
- 3) Other entitlements or services.

10. Ensuring Access to Assistive Technologies (Specialized Equipment and Software)

- 1) Equipment and software rental services.
- 2) Provision and installation of assistive software.
- 3) Access to appropriately equipped workstations.
- 4) Ongoing consultations on the use of new technologies.
- 5) Other entitlements or services.

11. Providing Support for Student Housing

- 1) Prioritizing the allocation of student housing for individuals with special needs, including those with disabilities.
- 2) Considering special needs in the process of assigning student housing and rooms.
- 3) The option to reside in a single-person room (or, if unavailable, to have an individual space in a shared room).
- 4) The possibility of living with a personal assistant for individuals with disabilities.
- 5) Support during move-in (assistance with reaching the dormitory, carrying luggage, and spatial orientation for blind individuals).
- 6) Ensuring accessible student housing and its surroundings, as well as rooms adapted for individuals with various disabilities, including mobility impairments, blindness/low vision, and deafness/hard of hearing.
- 7) Adapting living conditions to individual needs.
- 8) Other entitlements or services.

12. Ensuring Support with Transportation

- 1) Reducing transportation needs by optimizing the class schedule.
- 2) Providing transportation to and from the university (if accessible public transport is unavailable).
- 3) Allowing entry and parking of private vehicles on university premises or near student housing.

13. Special Rights and Support Services for Deaf and Hard of Hearing Individuals

- 1) Providing sign language interpreters.
- 2) Providing lipspeakers.
- 3) Offering remote sign language interpretation in student service offices, doctoral offices, and faculty support areas.
- 4) Organizing sign language courses for staff and students.

- 5) Equipping classrooms, faculty offices, student housing, and service points with assistive listening devices (e.g., induction loops).
- 6) Installing visual signaling systems (e.g., light-based doorbells) in dormitory rooms.
- 7) Other entitlements or services.

14. Special Rights and Support Services for Blind and Visually Impaired Individuals

- 1) Implementing navigation systems inside university buildings.
- 2) Providing orientation courses for navigating the university environment.
- 3) Ensuring accessibility in student dormitories (Braille labels, tactile markings, and non-visual usability of appliances like stoves and washing machines).
- 4) Ensuring accessibility of other university buildings for blind and visually impaired individuals.
- 5) Other entitlements or services.

15. Special Rights and Support Services for Individuals in the University Community

- 1) Providing services and support rights mentioned in Sections 13(1-3), 14(1,4), and 17(2) of this document.
- 2) Assigning assistants within the university.
- 3) Other entitlements or services.

16. Other Services

1. Integration of students with disabilities within the university community and with non-disabled individuals.
2. Providing emergency and evacuation equipment.
3. Organizing educational (scientific) camps.

Annex No. 2: Information and Awareness-Raising Activities

1. Information Activities

- 1) Ensuring that information and events directed at the academic community (applicants, students, doctoral candidates, postgraduate learners, faculty, staff, etc.) consider the specific needs of individuals with disabilities and other special requirements.
- 2) Providing magazines for individuals with disabilities (or those with special needs).
- 3) Offering informational guides, leaflets, brochures, or other materials for applicants with special needs, including those with disabilities.
- 4) Organizing workshops for applicants with special needs, including individuals with disabilities.
- 5) Providing informational guides, leaflets, brochures, or other materials for students, doctoral candidates, staff, and faculty with special needs, including individuals with disabilities.
- 6) Organizing workshops, special days, or dedicated events for individuals with disabilities or other special needs.
- 7) Conducting awareness campaigns within the academic community focused on equal opportunities in education and scientific activities.

2. Increasing Knowledge and Awareness Regarding Individuals with Special Needs, Including Those with Disabilities

1. Organizing specialized training sessions for university staff.
2. Providing specialized training for students.
3. Developing guidelines for faculty members (e.g., lecturers).
4. Offering consultations for members of the academic community.

5. Enhancing the qualifications of Office for Persons with Disabilities (BON) staff through training.
6. Facilitating the participation of BON staff in conferences, seminars, and workshops.
7. Organizing conferences, seminars, and workshops on topics related to accessibility and inclusion.

Annex No. 3. Accessibility Measures

1. Support in Access to University Services

According to Article 14, Section 2, Item 1 of the Accessibility Act, the responsibilities of the Accessibility Coordinator include, in particular, supporting individuals with special needs, including persons with disabilities, in accessing services provided by the university (educational, research, etc.).

2. Architectural Accessibility

- 1) Coordination of actions to ensure architectural accessibility, including:
 - a) Ensuring the accessibility of lecture rooms, laboratories, offices, etc.
 - b) Construction of elevators, ramps, etc.
 - c) Ensuring accessible sanitary facilities
 - d) Ensuring accessible pedestrian routes
 - e) Ensuring accessibility of dormitories, sports and cultural facilities, and other university infrastructure
 - f) Marking rooms with Braille signage or raised letters
 - g) Ensuring evacuation or rescue measures for individuals with special needs (including evacuation chairs or mattresses, individual evacuation procedures, dedicated support personnel, training, and drills)

Direct implementation of architectural accessibility actions, including:

- h) Parking spaces for individuals with special needs, including persons with disabilities
 - i) Access for cars to the university premises
 - j) Winter maintenance of sidewalks, parking lots, and roads to facilitate movement for persons with special needs
 - k) Ensuring accessibility of new investments
 - l) Conducting architectural accessibility audits
 - m) Training for staff (e.g., those responsible for investments) on accessibility
- 2) Direct implementation of actions in the field of architectural accessibility, including the following:
 - 1) Approving construction investments at every stage
 - 2) Ongoing consultations for university units regarding accessibility
 - 3) Reviewing construction projects for compliance with accessibility requirements

3. Digital Accessibility

- 1) Coordination of actions in digital accessibility, including:
 - a) Ensuring the accessibility of the university's Accessibility Support Office (BON) website
 - b) Ensuring accessibility of the university's websites
 - c) Ensuring accessibility of electronic documents
 - d) Ensuring accessibility of mobile applications
 - e) Ensuring accessibility of new digital investments
 - f) Conducting digital accessibility audits
 - g) Purchasing software or services for digital accessibility testing
 - h) Training staff (e.g., IT personnel) in accessibility
- 2) Direct implementation of digital accessibility measures, including:
 - a) Approving IT investments at every stage
 - b) Ongoing consultations for university units regarding digital accessibility
 - c) Reviewing IT projects for compliance with accessibility requirements

4. Informational and Communicational Accessibility

- 1) Coordination of actions for informational and communicational accessibility, including:
 - a) Ensuring accessible procedures for student and staff services (either universal or adapted procedures)
 - b) Ensuring accessibility of new service procedures
 - c) Equipping lecture rooms, student service offices, dormitories, and other service points with hearing support equipment (e.g., induction loops)
 - d) Conducting informational and communicational accessibility audits
 - e) Training for staff in the field of information and communication accessibility
- 2) Direct implementation of informational and communicational accessibility measures, including:
 - a) Ongoing consultations for university units on informational and communicational accessibility

Annex No. 4. Protection of Personal Data of Individuals with Special Needs, Including Persons with Disabilities, Whose Personal Data is Processed in Connection with the Support Provided to Them and Ensuring Accessibility

1. Based on Article 13 of Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation - GDPR), the Data Controller is the Medical University of Lublin, Al. Raławickie 1, 20-059 Lublin, which processes data in connection with the implementation of the support program for individuals with special needs. The University has appointed a Data Protection Officer responsible for ensuring compliance with legal provisions regarding data protection, who can be contacted via email at iod@umlub.pl or in writing at the Administrator's address.
2. Information about individuals who have received support and related documents, as referred to in sections 13 and 14 of the Support Regulations, are protected in accordance with the GDPR. The legal basis for processing personal data is solely the voluntary consent of the data subject to provide their personal data: ordinary data: Article 6(1)(a) of the GDPR, special category data: Article 9(2)(a) of the GDPR
Consent is expressed through a clear affirmative action by submitting requests in accordance with the provisions of this Regulation. This consent can be withdrawn at any time, and its withdrawal does not affect the lawfulness of data processing carried out before the withdrawal. The data will be processed for the duration of the consent and for archival purposes, as well as for establishing and pursuing potential claims in connection with the fulfillment of obligations imposed on the Data Controller by general legal provisions, based on Article 6(1)(b), (c), and (f) of the GDPR.
3. No profiling operations or automated decision-making processes will be conducted in relation to any personal data processed as part of providing support.
4. The recipients of personal data collected in connection with the provision of support will only be individuals or entities authorized to receive them. The Office for Support of Persons with Disabilities (BON) does not share health information, including documentation referred to in sections 13 or 15 of the Support Regulations, with other University units, except in cases where:

- 1) The individual with special needs (a person with a disability) provides written or electronic consent for such information to be shared, specifying the scope of disclosure.
- 2) The Rector makes a decision on an appeal or complaint.
- 3) After the support period ends, the data is transferred to the University's archival unit (where it is subject to special protection) or to the University's document destruction unit (with appropriate security measures).

In exceptional cases, this data may also be shared with entities collaborating with the University under agreements that also regulate access to such information. The data will not be sold, nor will it be transferred to third countries or international organizations.

5. Rights of Data Subjects: the right to access and obtain a copy of their data, the right to rectify (correct) their data, the right to restrict processing, the right to data portability, the right to lodge a complaint with the President of the Office for Personal Data Protection (UODO).