

Evaluation of the implementation of equal opportunity and universal accessibility principles in the Spanish university curricula

University and Disability Observatory

Fundación ONCE

Universitat Politècnica de Catalunya. BarcelonaTech

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English version

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Prologue

Every educative reform is founded on a long term view; it supposes a short term challenge; and creates uncertainty at a half-term. Opportunities emerged from the incorporation of the university to the European Higher Education Area are a proof of that fact. These opportunities are materialized in the definition of the curricula which must guarantee the achievement of the competences necessary for the future graduates in their professional practice.

To combine properly the knowledge and skills needed to acquire the competences related to every university degree is a complex task. The most appropriate pedagogical methodologies to each case, the workload distribution along the courses, the suitability of the services offered by the university community, the academic rules correct formulation, have to be accurately analyzed, . All this must be based upon a series of principles so to guarantee equal opportunities for all the members of the university community: students, professors and administrative staff.

From the University and Disability Observatory, the opportunity is taken to reflect on the suitability of the reformulation of the new degrees cornerstone: the curricula. For this, a new framework proposal on equal opportunities is provided, so to develop the appropriate curricula. This proposal contrasts with the sample of the curricula recently approved by the *Agencia Nacional de Evaluación de la Calidad y Acreditación*, ANECA (the national agency for quality evaluation and accreditation in Spain). This way, it is obtained a reflexion upon the model and state of implementation of equal opportunities in the public university in Spain.

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“Despite the fact that I’m already older, I’m still learning from my disciples.

“Wise men have taught us not only to choose among the ills the minor one, but also extract from them all the good they may contain.”

“Any man is liable to err, only a fool persists in error”

“One thing is to know and the other to know how to teach”

Marco Tulio Cicerón, 106-43 BC

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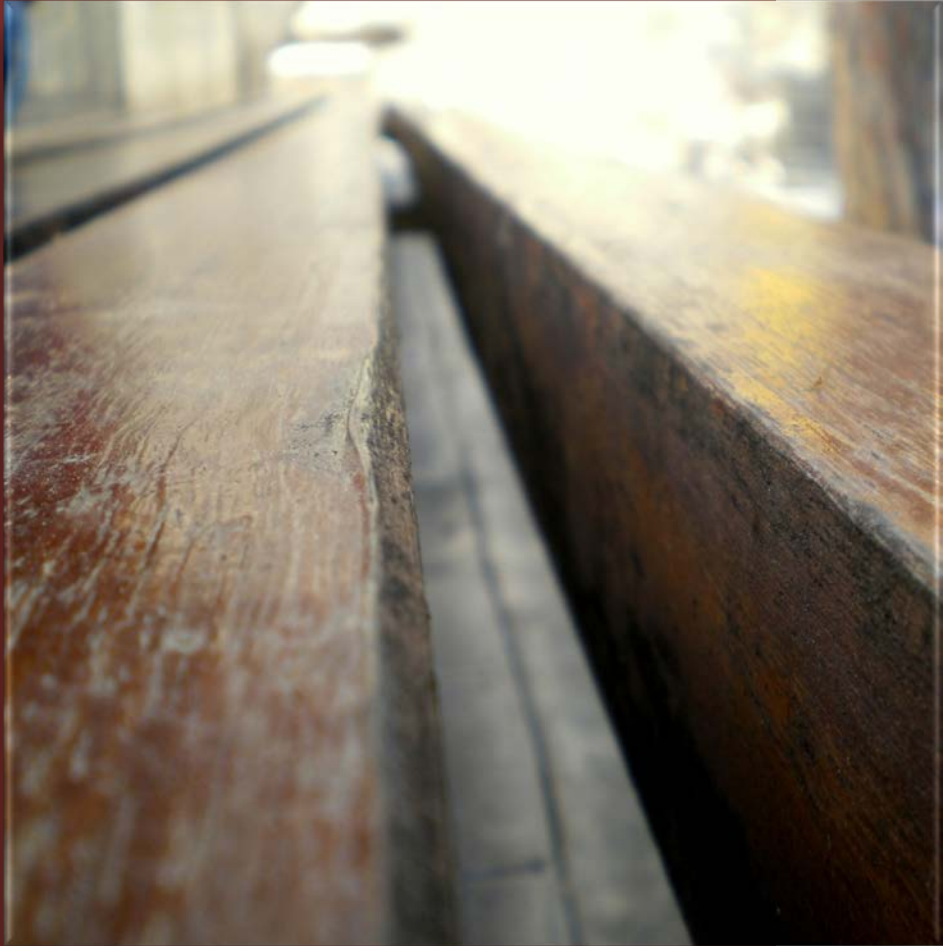
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LIST OF ACRONYMS

Acronyms	Definition
ANECA	The national agency for quality and accreditation evaluation in Spain (<i>Agencia Nacional de Evaluación de la Calidad y Acreditación</i>)
UA	Universal Accessibility
CATAC	Accessibility Chair
CEAPAT	State reference centre for the personal autonomy and technical support.- <i>El Centro de Referencia Estatal de Autonomía Personal y Ayudas Técnicas</i>
CERMI	The Spanish Committee of Representatives of Persons with Disabilities (CERMI)
ICF	OMS international Classification of Functioning, Disability and Health (ICF)
EDDES	Survey about disabilities, deficiencies and health made by the international institute for statistics -INE
EHEA	European Higher Education Area
EPA	Active population survey APS- <i>Encuesta de Población Activa (EPA)</i> -
ESF	European Social Fund
R+D+i	Research, development and innovation
IMSERSO	Institute for the eldest and social services (<i>Instituto de Mayores y Servicios Sociales</i>)
INICO	University institute for integration in community (<i>Instituto Universitario de Integración en la Comunidad</i>)
EO	Equal opportunities
EOUA	Equal opportunities and universal accessibility
ISO	International Organization for Standardization
LIONDAU	Law of equal opportunities, no discrimination and universal accessibility
LISMI	Law for the Social integration of people with disability (<i>Ley de Integración Social del Minusválido</i>)
LOU	Spanish University Organic Law (<i>Ley Orgánica de Universidades</i>)

RD	Royal Decree
CSR	Corporate Social Responsibility
TAW	Test for web accessibility
ICT	Information and Telecommunication Technology
UA	Universal Accessibility
UDO	University and Disability Observatory; from the Spanish OUD: Observatorio Universidad y Discapacidad.
UNE	Unification of Spanish legislation (<i>Unificación de Normativas Españolas</i>)
UPC	Technician university: Universitat Politècnica de Catalunya UPC- BarcelonaTech
WAI	Web Accessibility Initiative (<i>Iniciativa para la Accesibilidad Web</i>)



**PRESENTATION
OF THE
OBSERVATORY**

PRESENTATION OF THE OBSERVATORY

The University and Disability Observatory (UDO onwards) has the task of studying and analyzing different aspects of accessibility and disability in the Spanish university context. Through the publication of reports, the UDO disseminates the findings, conclusions and best practices.

Its creation in 2008 came from a joint initiative of *ONCE Foundation for the cooperation and the social integration of people with disability* and the *Accessibility Chair of the Universitat Politècnica de Catalunya- BarcelonaTech*. Each of these organizations brings its knowledge and proven experience in their own fields of action: the people with disability and the university.

The UDO has been created as a research tool for the continuous analysis of several aspects related to disability, universal accessibility, design for all and inclusive education in the Spanish universities. Its intention is to know and understand the reality to be able to divulge as well as bring elements of diagnosis in order to develop specific and effective actions for improving the statement of the accessibility in the university.

From its beginnings and annually, the UDO has executed and submitted different reports. Each of them covers a set of issues related with the general study object of the Observatory, the accessibility as an overarching term. Currently, the UDO has published a whole of 3 researches, including the present report: in 2008, *Report on Accessibility in the Spanish university environment and the perception of it by students with disability*; in 2009, the *sectoral report of the Spanish Autonomous Communities on the accessibility of the university environment and its perception by students with disability*; and finally, *the Evaluation of the implementation of equal opportunities and universal accessibility principles in the Spanish university curricula*

These studies not only promptly report the state of accessibility and disability in the university context but rather, because of their frequency, allow for an evolutionary view of it. Therefore, the UDO offers a long-term perspective with the aim of working both in a transversal and longitudinal way and encompassing, at the same time, different fields from the University and the Disability underlying reality.

Through the efforts and results obtained from these studies, the UDO not only pretends to portrait the reality of the university context and its evolution, but

Evaluation of the implementation of equal opportunity and universal accessibility principles in the Spanish university curricula

also, by means of the proposals for specific actions detailed in each study, to influence in the evolution of the university in terms of equal opportunities, contributing this way to the construction of a university guarantor of this principle.

The UDO is made up of an only work team coordinated and co managed by the Accessibility Director from the ONCE Foundation, Dr. Jesús Hernández Galán, and the Director of the Accessibility Chair from the Universitat Politècnica de Catalunya- BarcelonaTech, Dr. Daniel Guasch Murillo. It is funded by the Operational Programme for Fighting Against Discrimination of the European Social Fund.

The ONCE Foundation, in its longstanding experience of more than 20 years, has surrounded itself with the necessary actors to carry out effectively its main objective: the achievement of universal accessibility programs, promoting the creation of globally accessible environments, products and services as well as the implementation of occupational integration programs, training and employment for people with disabilities.

The Accessibility Chair: architecture, technology and design for all from the UPC-BarcelonaTech, born in 2003 as the first Accessibility Chair in Spain, aims to enable people, regardless of their abilities, to autonomously access to any environment, whether architectural, technological or of knowledge. For this, the Accessibility Chair acts transversally in the different spheres of the university as well as the socioeconomic fabric that surrounds it. The Chair also focuses its interest in the awareness of the people with disabilities' situation in the university.

For this purpose, the participation of both entities in the UDO implies keeping creating ongoing synergies for granting the process of change towards a more accessible university and a normalized presence of people with disabilities in the professional labour market.

In this context, the UDO follows its path of knowledge and dissemination through the publication of its third study entitled *Evaluation of the implementation of equal opportunity and universal accessibility principles in the Spanish university curricula*

This study analyses a new feature not yet covered in previous editions, but not dissociated from the guiding thread of the UDO being part of a comprehensive and longitudinal project. In this case, the topic focuses on the validation of the implementation of the equal opportunities on account of disability, the universal accessibility and the design for all in the new degree curricula.



INTRODUCTION

INTRODUCTION

The current document belongs to the 2010 research edition by the University and Disability Observatory (UDO). A project the ONCE Foundation and the Accessibility Chair from the UPC-BarcelonaTech collaborate in. In fact, the UDO is presented as a project due to the reason that the current study should be understood as part of a much wider and longitudinal project.

Thus, in this edition, the UDO performs a study focused on the understanding and assessing of the implementation of equal opportunities and universal accessibility principles in the curricula of undergraduate degrees in Spanish public university.

The choice of this subject is due two main reasons. On one hand, the Spanish university studies are currently in a transition period towards convergence to the European Higher Education Area (EHEA onwards) while coexisting with the previous curricula. At this moment, the Spanish universities have already defined the first curricula of its new degrees and have been evaluated by the National Agency for Quality Evaluation and Accreditation from Spain (ANECA). The universities' mechanisms for defining and writing the curricula have been tested as well as the evaluation processes by ANECA. This recent background constitutes the field of study of the UDO to verify, in real practice, how the principles of equal opportunities and universal accessibility have been implemented in those curricula. Besides, the conclusions of this work may be useful to adjust, both by universities and by ANECA, the forthcoming processes of definition, writing and evaluating new curricula.

On the other hand, the vast knowledge obtained with previous UDO studies has led to the need detection of tackling the curricula from equal opportunities and universal accessibility perspective to continue with the UDO aim of revealing how to increase the presence of students with disabilities in the universities.

Curricula adapted to the EHEA are no more a list of subjects and contents. A curriculum has turned into a document of great interest for obtaining an overview of how it has been designed, how it is going to be developed and also self-evaluated for future improvement. It contains an explicit set of training goals to achieve and a planning to fulfil them. This includes: objectives, expected learning outcomes, academic activities to develop, estimated time of dedication, human and material resources, etc.

This is the way the curricula will become a useful tool to understand and evaluate how each university implements the equal opportunity and universal accessibility principles and to suggest so, improvements in this regard.

Finally, there is another inescapable fact which further justifies the execution of this study, although imbued with the above is not more explicit to say that is required in compliance with the legislation in terms of both universities as well as equal opportunities. According to the methodology used in carry out this work, it must be said that three different types of documents have been used. On one side, the curricula set in the university websites; on the other, the current legislation regarding the field of higher education and the field of equal opportunities; and finally, documents related to the verification processes of the curricula hosted in ANECA's website.

Also, the workflow is programmed in different stages of execution. First, it starts with the study of the EOUA principles stated in the current legislation. After these parameters are selected, a new verification protocol is defined according to ANECA's criteria. Then are established the score criteria to determine their implementation degree in the analysed curricula.

In parallel, it is designed a data base to include all the results of the EOUA parameters verification of the curricula analyzed. Finally, it is performed a statistic analysis of the obtained answers which helps to evaluate the implementation of EOUA principles in the curricula of the public Spanish universities degrees.

The conclusions obtained allow interesting reflections in relation to the effective implementation of EOUA principles in the Spanish public universities surveyed. In this sense, this third study by the University and Disability Observatory, analyzes whether the public university in Spain is really inclusive, which means that all their policies are carried out having into account the equal opportunities, universal accessibility and design for all criteria, or otherwise, there are still significant deficiencies in this area. Finally, it has to be also pointed out that the culmination of the implementation process of the European Higher Education Area criteria can be seen as an opportunity that is worth exploited. This way, the shortcomings detected through this study may still be corrected, either by the universities themselves as ANECA, in order that the Spanish university, as well as adapting to the EHEA criteria, also gives an important qualitative leap in the inclusion of people with disabilities in the university community.



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In general terms, it is necessary to note that in this edition, the UDO makes a study focused on understanding and evaluating the implementation of equal opportunity and universal accessibility principles in the curricula from the Spanish university degrees.

The choice of this issue is mainly due two reasons.

- On one side, the Spanish university system is under a consolidation process towards the convergence of the European Higher Education Area, in which the university's mechanisms for defining and writing the curricula have been tested as well as the evaluation process by ANECA. .
- On the other side, knowledge acquired by performing the previous studies of the UDO, brings to the conclusion that it is a priority to tackle the curricula from the perspective of the equal opportunity and universal accessibility principles to continue the work of the UDO of revealing how to increase the presence of students with disabilities in the Spanish universities.

With this aim, the current research raises two fundamental objectives:

- First, evaluating the level of implementation of the equal opportunities on grounds of disability and the universal accessibility principles in the curricula of undergraduate degrees in public Spanish universities, also determining the level of implementation of existing legislation in this issue.
- Second, making proposals to determine and verify the implementation of those principles in a greater extent.

Moreover, from a methodological perspective, the research comes from the analysis of the current legislation in this field, from the curricula of undergraduate degrees in Spanish public universities and the tools used by ANECA in its verification of those curricula. This way, based on current legislation, a new protocol for verifying the EOUA is designed according to ANECA's criteria to carry out the evaluation of those EOUA parameters in order to determine their implementation in the curricula analyzed.

In parallel, a data base is designed to include the results coming from the EOUA parameters verification of the curricula. Finally, it is carried out a statistic analysis of the answers obtained and which will be useful for evaluating the current implementation of the equal opportunities on grounds of disability and the universal accessibility principles in the curricula of undergraduate degrees in Spanish public universities.

Once achieved this verification protocol, it is carried out an analysis of the results obtained from different perspectives, from which arise the following results:

- From the point of view of coherence, 4 out of 101 questions proposed are expressed in specific EOUA terms. In order to determine the demanding level wanted in this issue there are added 64 questions, divided into three levels of priority. From this set of questions, there is the need to highlight 'priority 1' questions, considered fundamental for the compliance of the objectives, which sum up only 15 questions. Moreover, the proposed questions are consistently distributed in the different areas of the questionnaire.
- From the perspective of completeness, note that each issue has been carefully inserted in the existent ANECA's protocol, creating a logic and coherent result respectful of the functions that the protocol should assume.
- From the perspective of appropriateness of the proposed evaluation system, the study's resulting protocol strictly complies with the criteria of competence, functional and material criteria determined in the current legislation. Besides, they also comply with the same former evaluation system.
- From the perspective of effectiveness, this one is evidenced in terms of ensuring the equal opportunities in the curricula because:
 - It offers the possibility of a gradual evaluation, from specific to general, being able to determine the desired level of depth to be used.
 - A total of approximately 30% of the survey questions are priority 1, which cover all the key elements for inclusion of people with disability in the university.

Finally, the definitive validation of this protocol, applied to the sample of the curricula of the university analyzed, led to interesting conclusions related to the level of implementation of the EOUA principles in the Spanish public universities, among which it must be pointed out that:

It seems necessary to state that, although the Spanish public universities under study provide measures to ensure the implementation of the EOUA principles, they do not apply them transversally.

Besides, considering that an inclusive university has been conceived, designed planned and developed so that all its members, irrespective to their functional differences, could participate on equal terms; the universities under study are part of a model in which they have been conceived, designed, planned and developed for people without any disability, however they include in their developments specific measures to correct the inequalities produced by those designs.

Only then can be understood that universities which are making great efforts to provide adequate services for people with disabilities and also making substantial investments to improve the accessibility of the university environment, do not include, for example, any mention of disability in their evaluation criteria, or do not provide even an accessible design for those methods.

There exist another element which is convenient to point out and which is directly related to the eminently integrative perspective which is present in the implementation of the EOUA principles in the Spanish public universities under study; the asymmetrical implementation of these principles taking into account the different spheres of activity influenced by those principles. This way, it is outstanding that the sphere of services is one in which those principles are applied to a greater extent, whereas in the fields related to the guidelines and regulations and to the environments and equipments, the application is substantially lower.

Finally, it is relevant to show the results in response to the branches of knowledge of the degrees under study in order to analyze whether there are sensitive branch of knowledge towards the implementation of the EOUA principles. However, even observing a slight improvement in the branch of Social Sciences and Law in comparison to the others, the results obtained are reasonably homogeneous. This conclusion must be looked upon in contrast to other areas of the study since it is necessary to have into mind that only the matters referred to the contents of a degree can find significant variations between the degrees, as the other spheres of activity (guidelines and

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regulations, environments and equipments and services) are usually developed in a common, shared way, with homogeneous criteria between different degrees or even for all the degrees of the same university. Therefore, in this issue it is necessary to have into account that the branch of knowledge is not relevant for determining the level of commitment with the EOQA principles since that level depends on several factors other than the teaching role itself.



AIMS AND SCOPE

AIMS AND SCOPE OF THE STUDY

The aims planned to achieve with this study are detailed as follows:

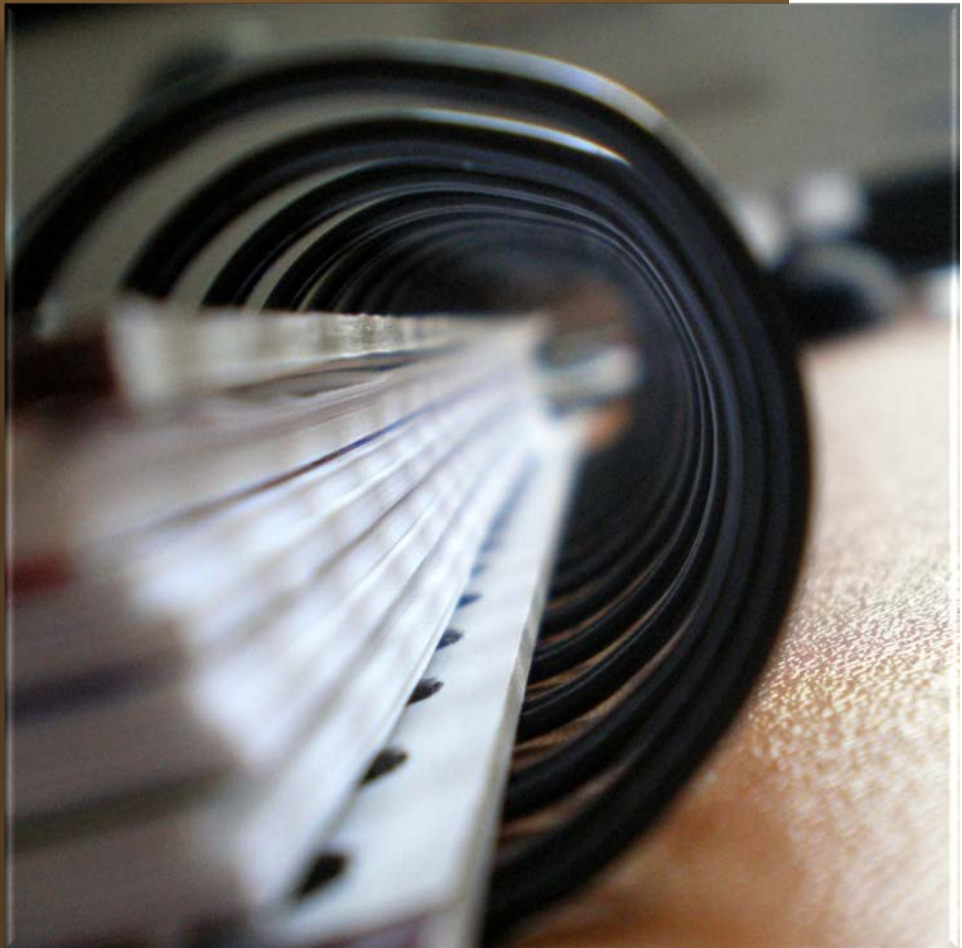
- Determining the scope of implementation of the current regulation related to the University and the equal opportunities.
- Setting the causes which determine the level of implementation of the principles of equal opportunities on grounds of disability and universal accessibility in the curricula.
- Determining the current implementation of the principles of equal opportunities, on grounds of disability and universal accessibility, in the curricula of undergraduate degrees from universities located in the Spanish Autonomous communities which are classified as areas included in the 'Convergence' objective from the European Social Fund or in the 'phasing-in' phase from the competitiveness and employment objective according to the ESF.
- Making a proposal to improve the verification protocol of the curricula in regard to the principles of equal opportunities and the universal accessibility.

Once the aims are achieved, the following results are expected to be obtained:

- A legislative and regulatory analysis of the principles of equal opportunities on grounds of disability and universal accessibility in the university curricula.
- A definition of the parameters (EOUA parameters) which determine the accessibility of the curricula.
- A questionnaire with the format of *the Evaluation Protocol for the verification of the official University degrees (Degree and Master)* of ANECA to improve the evaluation of the implementation of EOUA principles in the curricula.
- Base map for the implementation of the EOUA principles in the university according to the competence attribution and the sphere of activity (what should be done and by whom).

Evaluation of the implementation of equal opportunity and universal accessibility principles in the Spanish university curricula

- A tool for data collection and subsequent analysis of the EOAU parameters in the analyzed curricula.
- A research of the current status of implementation of EOAU principles in the curricula analyzed.



STATE OF AFFAIRS

STATE OF AFFAIRS

The previous initiatives existing in Spain related to the present study are few but conclusive. First, it must be noted that there are few studies addressing the equal opportunities on grounds of disability in a comprehensive way to all the university activity and management; the vast majority of works collect specific aspects which are dealt independently. This is the case of many a existing literature, for example, about the characteristics of support services to people with disability or about the guidance for academics in how to approach to the student with disability.

This chapter will emphasize only those works which, because of its global impact or its relevancy, have been taken as a resource for building up the current study.

El *Libro blanco universidad y discapacidad* (Peralta Morales, 2007) sheds revealing data on the state of students with disability and the actions of the universities in this regard.

In first place, it describes and analyzes the sociodemographics of this group of people. This analysis begins with a statistical approach to students with special educative needs in non-university education. Then, it is collected the analysis made by the EDDES and the APS during the 2nd term of 2002 relating to people with disability and the university studies in order to know issues related to their education level and type of occupation. It also provides extensive data regarding the number and characteristics of university students with disability during courses 2004-2005 and 2005-2006.

Similarly, it identifies gaps and weaknesses of the university system, as well as the best practices regarding disability. The only issues mentioned in the accessibility of the university environment: physical accessibility in the facilities and transport, accessibility to the communication and the availability of sports for students with disability. The description of the university support services, volunteering and associations related to disability has a prominent role. In terms of good practices, some experiences are appointed as to the suitability of the environment, the personalized attention, the university support services, the inclusion of contents about design for all and universal accessibility in the curricula, and the employment reserve for people with disability in the university.

Finally, improvement actions are proposed in order to guarantee equal opportunities and the accessibility of students with disability at the university. These improvements are made explicit in these proposals for action: general principle of integrated care in terms of satisfaction to people with disability as a preferred criterion of quality and equity in the Higher Education, regulation, guarantee of equality, non-discrimination, duty of positive action, professional counselling, admission reserve vacancies to the university, educational care program for students with disabilities, task exemption, entry test, curricular accommodations and teacher training , on-line teaching, scholarships and financial aid, universal accessibility of the university environments, accessibility plans, job reserve in the university sector, , university associations and volunteering, quality indicators, organizational structures and improved information analysis and treatment.

Another work that brings overall approach to the implementation of the equal opportunities at the University is the *Protocolo de actuación para favorecer la equiparación de oportunidades de los estudiantes con discapacidad en la universidad (2008)* (Action protocol for the equalization of opportunities of the students with disability in the university 2008) by the Instituto Universitario de Integración en la Comunidad (INCO) from the Salamanca university. This guide proposes a set of performance standards to implement the equal opportunities in the university. Although aimed at improving support programs and services to university students with disability in the first instance, this protocol becomes a tool of great interest to obtain a joint perspective of mainstreaming equal opportunities in all areas of activity of the university and to develop inclusive educational policies in the field of higher education.

The content of the protocol is structured in 19 fields: accessibility of documents and materials; accessibility of facilities, tools and work equipment; web accessibility, practical activities; non-significant accommodations; service characteristics; positive communication; confidentiality to the information; universal design for learning; curricular design and review; dissemination of relevant information; evaluation; training; information and awareness raising; measures to support specific disabilities; policies and procedures; admission and enrolment policies and procedures; assessment policies and procedures; assistive technologies and workers with disability.

Continuing with the existent literature through a holistic view of the EOUA principles implementation in the University, it should be mentioned the *Guía para la elaboración de un plan de atención al alumnado con discapacidad en la Universidad 2010* (Guide for the draw up of the student with disability attention plan in the University 2010) by The Spanish Committee of Representatives of People with Disabilities (CERMI). Despite the fact the title is

not self descriptive, its scope goes beyond the assistance of the university students with disability and collects actions that the University should carry out to ensure standardization of disability in the University context based on the current regulation requirements. Its goal is to define the content of the transversal plan which should be promoted in the University through the involvement of the Vice-Rectors affected.

This guide defines the following contents: the body responsible; legislative framework; fee exemption; protocol assistance to students with disability; universal accessibility program; human resources and assistive products program; mentor or support professor program; curriculum access accommodations program and non-significant personalized curriculum accommodations; information programs; national and international mobility programs; labour inclusion programs; research and innovation programs; design for all; producing a census; public employment and responsible purchase policy in favour of people with disabilities in the university; institutional relationships with the environment; gender factor; other actions and indicators; evaluation and updating.

In regard to the implementation of EOUA principles in the university education, the first precedent-setting work which is the base for all later developments is the *Libro blanco del diseño para todos en la Universidad* (White book for the design for all in the university), edited by the IMSERSO, ONCE Foundation and the Coordinadora para el Diseño para Todas las Personas en España en el 2006 (the Coordinator for the Design for All the people in Spain in the 2006).

This book is the first study which exposes the importance of design for all, giving some examples of good practices and offering strategies to follow by universities to inspire the Universities. Besides, it contains information resources in a CD-ROM attached.

After defining, justifying and contextualizing the concept of design for all in Europe, in that book there are briefly mentioned some existent initiatives of that time about the universal accessibility and the design for all in the Spanish Universities. The bulk of the job, however, lies in the chapter of recommendations. For the first time, the contents for the concept of design for all are explained and linked to the university degrees which should impart those contents. Besides, it also proposes strategies to approach these issues through different teaching pathways and options (cross-curricular, in specific subjects, final- year projects, etc). Finally, it gives new examples for introducing design for all in contents of three different degrees: Architecture, Computer Engineering and Psychology.

Since then, the Coordinadora para el Diseño para Todas las Personas (the Coordinator for the Design for All the people in Spain) and the ONCE Foundation have continued their task and, since 2009, both are working in the *Libro blanco del diseño para todos en la Universidad (White book for the design for all in the University)* per disciplines, obtaining this way a more exhaustive approach than the preceding book.

Being very close the publication of the White Book, it will bring examples of curricular training in design for all in five university degrees: Design, Architecture, Informatics and Telecommunications Science, Civil Engineering, Industrial Engineering.

The preparation of these proposals has been carried out through the organization of five workshops, one for each degree, with the participation of stakeholders who reached consensus on the proposal that later has been reviewed and approved by the scientific committee of the *Libro blanco* (White book).

After having got access to these proposals, it should be stated that they will constitute a decisive qualitative leap. From them comes the maturity acquired in the issue of design for all implementation in the university educative system. Their approaches totally suit EHEA new requirements and also provide examples offering a wider penetration of these practices in the current Spanish University reality.

Another work that helps in the definition of design for all contents and universal accessibility to be imparted, in this case in technical degrees, is the *Guía de actividades docentes para la formación en integración e igualdad de oportunidades por razón de discapacidad en las enseñanzas técnicas: accesibilidad universal y diseño para todos* (Guide of teaching activities for the training in the integration and the equal opportunities on grounds of disability in technical degrees: universal accessibility and design for all) carried out by faculty of the Universitat Politècnica de Catalunya- BarcelonaTech and the Universitat Ramon Llull.

The aim pursued by this guide is that the university students integrate the values of acknowledgement and respect for human diversity; learn different ways people interact with the environment; and incorporate them into their future professional practice when designing new environments, products and services. Designed with a practical and didactical approach, the guide is an easy tool for the technical degrees faculty from any Spanish university, with examples for implementing design for all principles and the universal accessibility criteria in their teaching task. Besides, it intends to promote equal

opportunities for all students, regardless of their abilities and skills. This guide, then, aims to support and encourage the incorporation of these principles by performing a sort of guided and flexible activities according to the training needs in each field: Architecture, Engineering, Building and Town- planning, and cross-curricular subjects.

The previous studies done by the UDO are also references for the drawing up of this study. The study *Accessibility of the university environment and its perception by students with disabilities* (2008) as well as the Autonomous Communities *Sector Study on the accessibility and its perception* (2009) both incorporate, for the first time in this field, the opinion and perception of students with disability present in the Spanish Universities under study.

In the first study there are reviewed the regulatory development on the rights of students with disability, the implementation of the Accessibility Plan and other specific actions for improving accessibility. In reference to the perception of students with disability about the university and its accessibility, there are considered different aspects such as the physical-architectonical dimension, technical resources and services, and also the social interaction with the various agents involved in this practice (family, parents, and faculty).

The aim of the second study is to extend the methodology previously used to a broader field of study: the public Spanish universities from Andalucía, Galicia, Extremadura, Castilla y la Mancha, Castilla y León, y Comunidad Valenciana. Being the accessibility a transversal matter, it is analyzed from three different perspectives: to know physical accessibility and ITC accessibility, to know the services and programs offered by the university concerning disability; and finally, to know how both fields are perceived by students with disability at that university.

The aspects of equal opportunities on grounds of disability gathered in the second study are: the physical accessibility in facilities and equipment, accessibility in the interactive and non-interactive communication, ITC accessibility, characteristics of the disability assistance services, teaching issues, mates' relationship, personal assistance, job placement, scholarships, assistive resources and products, presence of disability and/or accessibility in the curricula.

All these previous works have been very useful to check, on one side, what EOUA parameters are dealt in each study and how they are structured; and on the other side, strengthen the viability of this proposal.

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THEORETICAL FRAMEWORK

THEORETICAL FRAMEWORK

The equal opportunities and the universal accessibility

The research is based on a theoretical basis coming from the field of equal opportunities and accessibility, a field which requires devoting this chapter to go deeper into these concepts while establishing, at the same time, its direct correspondence with the University.

First, the concept of equal opportunities on grounds of disability should be examined in detail. According to the definition stated in the LIONDAU, it is *the absence of discrimination, direct or indirect, having its reason in a disability, as well as the adoption of positive actions designed to prevent or compensate for disadvantages of a person with disability to participate fully in political, and economical, cultural and social life.*

Analyzing that definition, it should start dealing with the concept of disability. Disability has been perceived differently depending on the historical period and the kind of civilization. Thus, during the 20th century, disability was focused on the human function or condition considered impaired or damaged of a person in comparison to the general standard or the reference group. Instead, the promotion of human rights and new social models focus on the interaction of the person with disability with his/her environment. In 2011, the World Health Organization approved a new version of the International Classification of Functioning, Disability and Health (ICF) and this changed the definition of the disability from the perspective of health and functioning and not from the view of disease and dysfunction. This way, it also included the importance of contextual factors which determine the influence of how it is established the relationship between people and their environment. Then, disability is a complex phenomenon that reflects an interaction between the characteristics of the human organism and the characteristics of the society and the environment in which they live.

In the definition of *equal opportunities* appears also the concept of direct or indirect discrimination. Direct discrimination occurs when a person with a disability could be treated less favourably than another is not, in a similar or comparable situation. Indirect discrimination is produced when a regulation, criterion or practice, though apparently neutral, may cause a particular disadvantage to a person with a disability compared with other people without

disability. However, this criterion or practice can be justified if their aim is legitimate and the means to reach the objective are proportionate and necessary. Positive action measures consist on more favourable complementary supports, regulations, criteria and practices.

It is still needed referring to those principles that, from the perspective of the human rights, justify this equality. On one side, the notion of *independent life*, to enact the right of people with disability to exert the power of decision over their own existence and to participate actively in community life according to the right of free development of personality. This is not related to the idea of being able to fend for oneself, but to decide on its own. On the other side, standardization which spreads the idea that people with disability should be able to lead a normal life, having access to the same places, areas, goods and services that are available to anybody else.

At this point it has been described the objective that should be reached for people with disabilities to live fully in society. Particularly, in the case of the University, people with disability who work or study in any university, should be able to achieve their career or training goals on equal opportunities as their peers without disability. But it is also necessary to explain how this can be achieved and what strategies exist.

The strategies used are universal accessibility and design for all or also called universal design. These elements act on the environment because they respond to the philosophy that the functional limitations of people with disability are minimized as long as their environment allows them to participate in society naturally. This new scope sets the problem in environment and not in disability. As a consequence, responsibility belongs to the whole society and not exclusively to the person with disability.

Universal accessibility is, therefore, the condition all environments, processes, goods, products and services, including objects or instruments, tools and devices, must have to be comprehensible, usable and practicable by all people in a safety and comfortable condition as well as in the most autonomous and natural way possible. It assumes the strategy of *design for all* and is without prejudice to reasonable adjustments to be adopted.

Design for all is the activity by which environments, processes, goods, products, services, objects, instruments, devices or tools are conceived or projected ,from the origin, and wherever possible, so they can be used by all people, to the greatest extent possible.

The scope of these requirements has a considerable size as it must be present in all reality that surrounds us, from spaces to products and services. To give some examples, it can affect a museum as well as a telephone or an electronic transaction through a web page must be accessible to anyone with any kind of disability. In the case of the University: a classroom as well as the e-learning platform or the enrolment must all be accessible.

There is an added complexity to it, accessible solutions should meet the needs of as many people as possible, having into account that an optimal solution for a person with visual impairment may not be so for a person with a hearing impairment. Considering this, it could be assumed that carrying out these demands is very difficult and expensive for the unique benefit of a small number of people.

This is a completely mistaken idea easily refutable. Accessibility is a characteristic that provides quality and improves comfort and security of all people. For example, an entrance ramp of a building, if well designed, it will be probably more used by all kind of people than the stairs, and mostly people can walk. Why? Because it is much easier to walk up a ramp than the stairs; because it is more comfortable when carrying a shopping cart or a stroller; because it can avoid falls if one has balance problems, because it is not so painful for the knees for people with osteoarthritis, etc. This is just an example from the field of the physical accessibility, but it can be moved to any other field. The conclusion is always the same, accessibility benefits everyone, the only thing that varies is the level of requirement: it is essential for people with disability and is more useful and comfortable for people without disability.

Following this reasoning thread, it is necessary to point out that the use of the design for all strategy eliminates the supposed economic costs accessibility may have. Besides, having into account the previous example, at the time of conceiving the access of the building in which a slope must be solved, it is planned the construction of a ramp, the costs of the ramp are minimal. Otherwise, if the construction is finished without having previously planned a ramp, then the intervention must occur to mend the problem whose solution will be limited in design and its costs will be much higher. To illustrate the situation in a different field, if design for all is taken into account when designing the utilities and appearance of a new website, costs for the design will be the same and the resulting web will be accessible. On the contrary, if design for all is not considered, the website will have to be redesigned without having enough flexibility to change the entire project, therefore, will be more expensive and probably the result will not be as satisfactory as it could have been.

Traditionally, a way to address the complexity of the concept of universal accessibility that has to be implemented in several areas of knowledge, has been to differentiate its approach in relation to the physical environment, the information and communication technologies (ICT), transport and assistive products. In this case, as an institution of higher education, it will be also under analysis the accessibility in the learning process.

- Accessibility in the physical environment: It is the application of the principles of universal accessibility and design for all in the architecture, building and town planning so that that everyone can access, use, move in any building, public or private use, as well as to streets, public spaces and facilities. University disciplines which are directly related to these areas are architecture and building. This part of the accessibility is fully regulated on the basis of the autonomic legislation and specific technical standards at a state level.
- Accessibility in ICT: it is the application of the principles of universal accessibility and design for all in the information and communication technologies so that everyone can communicate and access any information system in equal terms. Also known under the term info-accessibility, this is applied to computers, Internet, telephony, television, cinema, domotics, remote assistance services, ambient intelligence, etc. Usually, ICT is studied as a complement of the physical environment. University disciplines related to this area are widely regulated by the State legislation and specific technical standards at a state and international level.
- Accessibility in transport: it is the application of the principles of universal accessibility and design for all in the transport field, i.e., any means of transport, individual or collective, by land, sea, river and air. It is closely linked to the physical environment accessibility since the use of any means of transport depends on the terminal buildings, stations or facilities in the streets, also with machines, urban furniture, signs, etc. Increasingly involves the joint study of the accessibility elements applied in the information and communication technology. Related University disciplines are all branches of engineering. This accessibility field is also gathered in the state legislation and the specific technical regulations.
- Accessibility in education, or Universal Instructional design can be also applied in teaching, specifically in the instructive design. In pedagogical terms, it is about the design of the learning process

having into account the needs of every student, including disability, without making distinctions or specific accommodations. University disciplines involved are all branches of education and psychology. This field is gathered also in the state educative legislation.

- Assistive technologies: assistive technologies are any technology that leads to any assistive product such as instruments, equipment or technical system used by a person with disability, specially manufactured or available in the market to prevent, compensate, mitigate or neutralize the deficit, the activity limitation or difficulties in social participation (UNE EN ISO 9999:2008). The design of an assistive product can be approached from all branches of engineering. There exist assistive products for the assessment, treatment and rehabilitation, for mobility and ortoprothetics, for hearing, for visual impairment, for the daily life activities and for the workplace.

The strategy of the design for all has been developed and expressed since 1997 by a working group made up of architects, designers and engineers from the Center for Universal Design (North Carolina State University). These principles were established as a guide for a broad spectrum of disciplines related to the design of ICT products and environments. They can be broken down into seven items that can be applied to evaluate existing designs and also to indicate, both designers and consumers, which should be the characteristics of more usable products and environments.

The principles for the design for all are:

1. Equity in the use: The design is useful and marketable to people with diverse abilities.
 - a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
 - b. Avoid segregating or stigmatizing any users.
 - c. Provisions for privacy, security, and safety should be equally available to all users.
 - d. Make the design appealing to all users.
2. Flexibility in use: The design accommodates a wide range of individual preferences and abilities.

- a. Provide choice in methods of use. For example, that the product accommodates right- or left-handed access and use.
 - b. Facilitate the user's accuracy and precision.
 - c. Provide adaptability to the user's pace.
3. Simple and intuitive use: Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
- a. Eliminate unnecessary complexity.
 - b. Be consistent with user expectations and intuition.
 - c. Accommodate a wide range of literacy and language skills.
 - d. Arrange information consistent with its importance.
 - e. Provide effective prompting and feedback during and after task completion.
4. Perceptible information: The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
- a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
 - b. Provide adequate contrast between essential information and its surroundings.
 - c. Maximize "legibility" of essential information.
 - d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
 - e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.
5. Tolerance for error: The design minimizes hazards and the adverse consequences of accidental or unintended actions.
- a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.

- b. Provide warnings of hazards and errors.
 - c. Provide fail safe features.
 - d. Discourage unconscious action in tasks that require vigilance.
6. Low Physical Effort: The design can be used efficiently and comfortably and with a minimum of fatigue.
- a. Allow user to maintain a neutral body position.
 - b. Use reasonable operating forces.
 - c. Minimize repetitive actions.
 - d. Minimize sustained physical effort.
7. Size and Space for Approach and Use: Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.
- a. Provide a clear line of sight to important elements for any seated or standing user.
 - b. Make reach to all components comfortable for any seated or standing user.
 - c. Accommodate variations in hand and grip size.
 - d. Provide adequate space for the use of assistive devices or personal assistance.

As listed above, the design for all has also a pedagogical implementation. This is called Universal Instructional Design or design for all in learning. This concept comprises strategies that act on the objectives, instructional methods, resources, materials and forms of assessment, to be accessible to all students. It is a philosophy of attitudinal change, based on understanding that changes must occur on the context and not on the individual. It refers to an attitude, a different way of teaching, being respectful of the diversity present in the university classrooms.

Design for all in learning demands that academics incorporate the following three principles: multiple means of representation, multiple means of expression and multiple means of engagement.

In regard to offer different means of representation, it is justified by the fact that the ordinary student presents different ways of perceiving and understanding the information because of different reasons: different cultural and linguistic origins, the existence of learning disorders, etc. and, of course, because of different types of disabilities. It is necessary, therefore, to approach the content from other perspectives and offer to the student different means of representing as each one learns and processes differently.

The same way, the ordinary student has different ways of expressing his/her knowledge, so there should be offered to the student different means of expression. There are a variety of ways to express the learning depending on the types of disability, learning disorders, language, culture, etc. As a consequence, the way of expression (skills and abilities) of each person is different. There is not a unique optimum way of expression for all students.

And finally, different means of engagement must be planned because students usually present different degrees of responsibility for their own learning process. The diversity of motivations for learning is multiple and very personal and it should be taken into account to try to increase student motivation by providing different learning situations that lead responsibility in their learning process. Also, there should be offered different opportunities for dialogue to agree and get the commitment of student's engagement towards their own learning.

Transversality of the EOUA principles throughout the University.

As explained in the preceding paragraphs, the implementation of EOUA principles in general, but particularly in the case of the University, does not seem an easy task.

Its complexity is due to its transversality, its multiple spheres of activity and also due to the lack of awareness, experience and knowledge present in many organizations.

Involvement that these principles have in the University affects two areas of the University: its organization and the teaching.

According to the LOU, the University performs the public service of higher education through research, teaching and study. Its main functions at the service of society are:

- a) The creation, development, transmission and criticism of science, technology and culture.
- b) Preparation for the professional activity in which scientific knowledge and methods, as well as artistic creation are required.
- c) The diffusion, exploitation and transfer of knowledge at the service of culture, quality of life and economic development.
- d) Dissemination of knowledge and culture through university extension and long life training.

Generally speaking and in order to simplify, it could be said that the University is an organization committed to providing a service to a group of internal and external users. It must manage its resources in an optimal way to provide the best quality service possible.

In the sphere, referring to the direction and management of the university as an organization, the EOQA principles have a direct application which appeals to Corporate Social Responsibility (CSR).

The incorporation of disability dimension in CSR begins by acknowledging the group of people with disability as a group of interest and, from a broad perspective, not just as employees, but also as users, suppliers, partners, investors; and also as an external community to the organization, which is part of the social action.

Responsible action towards the matter of disability must incorporate, as a condition sine qua non, regulatory compliance. One level would be the legal responsibility of the organization on disability; and another different level would be their social responsibility in this field, which comes together with the engagement and voluntariness, constituting a dynamic process adaptable to each organization's reality.

The incorporation of disability dimension in CSR affects policy across the organization, including commitments, actions and practices that go beyond social action and may be applicable to different fields, such as government, investment policy, transparency, human resources, relationships with users and suppliers, etc.

At a university level, this study fixes the EOQA parameters regarding its responsibility as an organization. The EOQA parameters are the responsibility of the governing team as it determines guidelines, regulations and policies to be followed by the university and whose recipients are, at the first place, academics and administrative staff.

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- Manifestation of support for equality policies in governance documents and strategic planning at the University.
- Establishment of policies and specific plans for EO.
- Establishment of specific plans and implementation of UA actions on the physical accessibility of facilities and equipment, on the accessibility of ICT, services, teaching and administrative products.
- Designing of training and awareness actions regarding the EOUA to the administrative staff and academics.
- Regulatory compliance of labour integration.
- Compliance of the positive action measures for people with disability, established by the law.

However, the implementation of EOUA principles at the University extends beyond the University sphere, which can be noticed by analyzing not the organization itself but the primary service delivery: teaching. At this time, comes into play target user group that gives sense to the role of the university: the students.

The EOUA principles are impregnated into the process of university teaching in two differentiated lines: the specific training contents on EOUA, to be transmitted to all students, and support for students with disability in their learning process.

Firstly is addressed the issue on the training content on EOUA in the University, a matter that is determined by the Spanish RD 1393/2007.

In general terms, the RD establishes that the training in any professional activity should contribute to the knowledge, development and respect for the principles of universal accessibility and design for all. And particularly, it specifies that, in the curricula where appropriate, should be included instruction related to these principles.

Then, the contents on EOUA must be present in any university degree independently to the branch of knowledge they belong to (Arts and humanities, Sciences, Health sciences, Social sciences and Law, and Engineering and Architecture). However, with the aim of bringing greater specificity to this statement, is a priority to include EOUA instruction in degrees whose professional activity is focused on service and assistance of people (Health Sciences, Social sciences and Law, Arts and Humanities) and in degrees whose professional activity is aimed at designing the environment in which we live.

Consequently, the curricula of these degrees must contain the existence of specific competences in the field of EOUA. These competences should gather the analysis of human diversity to learn how relationships are established between the conditions of people with disability and the use of the environment (physical, technological and social); the application of the principles of design for all in the conception or projection of any environment, process, product or service and, also, the knowledge, in depth, of the implementation of current legislation and specific technical standards in all areas of accessibility.

The existence of specific competences on the EOUA principles is considered another EOUA parameter in this study. This parameter has a competence attribution in the colleges and faculties as they are responsible for organizing and delivering teachings.

At this point it is taken the second issue which affects the University teaching according to EOUA principles: the support of students with disability in their learning process.

The educational needs of this student group are different and must be taken into account in the University to ensure equal opportunities.

This matter comes regulated by the same Royal Decree and refers to the provision of a specific support and advice service for students with disability, which is in charge also of detecting the need for possible accommodations to the curriculum.

The existence of a defined service to students with disability is considered another EOUA parameter for this study. This parameter has a competence attribution to the colleges and faculties as they are responsible for the organizing and delivering teachings.

Summing up and organizing the issues related to the EOUA in the spheres of activity of the university, the correlation of the EOUA parameters are the following ones:

Guidelines and regulations

- Responsible bodies.
- Compliance of legislative framework
- Master plans on Equal opportunities.
- Master plans on universal accessibility.

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- Institutional relationships.
- Key indicators, evaluation and quality.

Academic activity

- Recommended admission requirements.
- Curricular accommodations and specific academic itineraries.
- Cultural, sportive, cooperation and other activities.
- Mobility activities.
- Mentorship.
- Accessible pedagogical methodologies.
- Teaching staff coordination.
- Training on EOUA for academic staff.
- Labour integration of academic staff with disability.
- Including EOUA concepts in the curriculum.
- Research and innovation.

Services

- Census of the students with disability.
- Assistive products catalogue.
- Training on EOUA for administrative staff.
- Labour integration of the academic staff with disability.
- Labour integration of students with disability.
- Students support service.
- Awareness actions on EOUA.

Environment and equipment

- Physical accessibility.

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- Accessibility in transport.
- Information and communication accessibility.

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curricula



METHODOLOGY

METHODOLOGY

The methodology used to meet the objectives set in this study is presented in this chapter. This project consists of three phases: exploratory phase, design phase and data collection phase.

Exploratory phase

Review and analysis of information sources

In this first phase of the project, it has been carried out a deep analysis of the following information: on one side, the relevant legislation in the field of equal opportunities and in the field of higher education; and, on the other side, the ANECA methodology for verification of the official university degrees.

This analysis was necessary in order to obtain a complete rating of the equal opportunities issues, that should appear in university curricula, and how to adequate those questions to the evaluation methodology for ANECA's verification.

Relevant regulation in the field of Equal opportunities and in the field of University

1. Previous issues

Before analyzing the interpretative methodology used for writing proposals to help the effective implementation of criteria that promote the effective inclusion of people with disability in the Higher Education by the Spanish Universities, it is necessary to propose a number of issues that should be considered at the outset.

Thus, these proposals are based, as it can not be otherwise, in the current regulatory framework on this subject. Criteria for determining that framework are mentioned in another section of this study, so there is no need of repeating it in this paragraph. Instead, it is necessary to expose certain features of that regulatory system analyzed.

- In this regard, it should be noted that the legal basis used has a sort of complexity as it is made up of a set of 28 rules, of diverse size, scope and nature.
- In addition, these rules about universities are, excepting the Twenty-Fourth Additional Provision of Law 4/ 2007 of April 12th by amending the Organic Law 6/2001 of December 21st, divided into two areas totally different:
 - On the one hand, there are those precepts which develop the principles of Spanish higher education, adapting them to the inspiring principles of EHEA.
 - On the other hand, there are a set of rules created for the effective inclusion of people with disability.

So, as a preliminary conclusion, it should be pointed out that those regulatory bodies respond to some principles, criteria and objectives which are totally disparate and which, however, must be unified for the proper development of the study subject raised.

2. Antinomies and lagoons

Once reached the preliminary conclusions previously set, and having into account that the set of regulations analyzed are placed in a Spanish administrative law, it is essential to begin by performing an exhaustive analysis in search for regulatory antinomies and lagoons.

Therefore, understanding these antinomies as contradictions between regulations which must be solved through a correct interpretation of the law, it must be said that in the entire regulatory framework being analyzed there have been no such contradictions. In a different sense, it can be said that the current regulatory framework is characterized by complementarities of the standards under consideration.

On the other side, it should be noted that lagoons have not been found either. In other words, there are no loopholes that oblige to reinterpret the regulations to fill the gaps. This absence of gaps comes determined by a series of elements such as the number of provisions discussed, their complementarity and the broad and general wording of some of them.

In this sense, the second conclusion reached in the methodological development focuses on the observation that the regulatory framework used can be defined as a coherent and comprehensive set of regulations, despite the

analyzed characteristics from the first section. This way, once assumed the two initial premises, there must be analyzed the elements that develop the methodology used in developing the proposals writing, present in the following section of the current report.

3. Twenty-Fourth Additional Provision of Law 4/2007 of April 12th which modifies the Organic Law 6 / 2001 of December 21st from universities.

The Twenty-Fourth Additional Provision of Law 4/2007 of April 12th which modifies the Organic Law 6/2001 of December 21st from universities (hereinafter DAXXIV^a LOU) is the fundamental precept in the methodological development of the proposals intended to ensure the effective inclusion of people with disability in the Spanish university. This principle synthesizes and disposes, from a material perspective, all the elements to be taken into account in developing these proposals.

Thus, that precept gathers the general principles existing in the specific regulation about the inclusion of people with disability, extrapolating them to the university field. Therefore, all the new proposals done must keep to the provision.

Besides, that precept is characterized by two important elements for the interpretation of the regulation:

- On one side, it is necessary to point out its condition of Organic Law, stated in the Eight Final Provision of the regulation itself. This characteristic implies that social and educational inclusion of people with disability is understood as a part of the development of the fundamental right to education.
- On the other side, the date of entry into force of this provision - produced 20 days of after its publication in the State Law Gazette, i.e. 2nd May 2007- has also an importance from the general interpretative view, given the principle by which the posterior regulation repeals the previous one.

However, with the aim of carrying out a better development of the study subject raised, it is decided from a methodological perspective and having into account the absence of antinomies and lagoons, to use the present provision as a general principle. This way, the contents of the precept will be complemented by the rest of the regulations referred to in the regulatory framework, taking into account the criteria shown next. So therefore, in the next section, there will proceed in interpreting the content of that precept by

using objective criteria, consistent with the scientific perspective from which this study is performed.

4. Organic Law 4/2007 of April 12th by which it is modified the Organic Law 6/2001 of December 21st about universities and implementing regulations.

It can not be ignored in this study that the general framework, in which it is developed, is the Spanish system of higher education. Hence, it is essential to first determine the material elements and competence to be performed on relevant proposals.

4.1. Delimitation of responsibilities

The responsibility delimitation is centred in determining the main organs implied in the material development of the current curricula. This element is particularly relevant as it allows knowing exactly the units responsible for this development. This way, it is convenient to highlight that the allocation of responsibilities is provided in the Spanish Universities Law. However, such allocation is carried out in a generic way, with the ultimate goal of avoiding collisions with the principle of university autonomy, enshrined in the Organic Law.

Therefore, in accordance with these generic disposals, the designed proposals have not either looked for specific competence attributions but simply are restricted to the implementation of the regulation, with an objective interpretation of it and with the aim of getting an outline of the responsible units for their execution and development.

According to this, with the objective is to carry out an exhaustive verification of the validity of the proposals, it has been verified also the regulations of Autonomous Communities under study and the Statutes from their universities to ensure there is no contradiction.

In short, from the perspective of the delimitation of responsibilities, it is necessary to consider that the proposals are designed in response to the provisions of the Spanish University Organic Law and it is verified according the autonomous regulation and the internal university regulations subject for this study.

4.2. Application sphere

The delimitation of the sphere of activity, to which the proposals designed must be limited to, is determined by the appropriateness of different

regulations posed by the legislator in this matter. Thus, after analyzing the options available, and taking into account the current context in which universities are currently consolidating the changes to the alignment with the EHEA, it has been chosen to match the sphere of activity of the proposals with the one stated in the Spanish Royal Decree 861/2010 which modifies the Royal Decree 139/2007 from October 29th by establishing the organization of the official university education.

Moreover, this decision is also justified because that Royal Decree is, at present, the last regulation stated in development of the University Organic Law, in which it is also gathered the new relevant aspects in relation to the adequacy of the Spanish university system to the EHEA.

Furthermore, this regulation includes all the important elements related to university life, not only regarding the students as it is a part of the university community as a whole. In this sense it is necessary to note that a curriculum is a document which synthesises all the elements that will influence the development and execution of that plan, so its material scope is quite broad.

Finally, it is also necessary to keep in mind that the structure of this regulation, conceived as an instrument to serve the higher education system as a whole and which must allow an analysis of the adequacy of the university practice to the existing legislation, facilitates the provision of proposals in this context. Thus, the level of detail presented by that regulation, it is also ideal for doing proposals that without being overly theoretical or general, do not violate the principle of university autonomy for excessive precision.

In synthesis, considering that the Royal Decree 861/2010 directly develops the University Organic Law and becomes the latest regulatory development of the law, it is decided to use such regulation to determine the sphere of activity of the proposals made.

5. Regulation on inclusion of people with disability

Once set the elements previously exposed, and mainly, the principle inspiring the system, the delimitation of responsibilities and the sphere of activity, it is necessary to deepen further in the drafting of proposals. At this stage, it is especially relevant to remember that there were not detected antinomies or lagoons in the regulatory framework analyzed.

Therefore, it is intended to run away from a reductionist perspective centred in a literal interpretation of the DAXXIV^a LOU and seeks to formulate proposals, based on the specific legislation on inclusion of people with disability.

This task permits to achieve two objectives, which are complementary to each other:

On one side, it supports an objective interpretation of the DAXXIV^a LOU, as this provision summarizes the criteria that should be considered for effective inclusion of people with disability in the Spanish university system, as stated by the legislator the explanation of reasons cited in the regulation.

On the other side, understanding that the University Law and its implementing rules make up the overall policy framework in this area, it is necessary to supplement this framework with the law specifically enacted for the inclusion of people with disability who acquires, in this case, a special legislation nature.

The task is carried out starting from the premises exposed in the DAXXIV^a LOU that constitutes the legal basis on which proposals are made. Once initial proposals are formulated, it is analyzed their validity and scope relating them to specific legislation on disability.

Methodology used by ANECA evaluation for verification of official degrees.

In accordance with the provision of Royal Decree 861/2010, ANECA establishes a verification protocol for the evaluation and accreditation of the curricula developed by universities. From the result of this evaluation, a report is generated to the University Council with a favourable or unfavourable assessment. Based on this document, the Council will issue a resolution on the approval of that curriculum.

The criteria used on the curriculum valuing are:

- Relevance for the degree justification.
- Relevance of the general objectives and competences.
- Clarity and sufficiency of the systems that regulate access and admission of students.
- Consistency of the planning.
- Adequacy of academic and support staff.
- Adequacy of materials and services resources.
- Efficiency in relation to expected outcomes.
- Effectiveness of internal quality system to improve the curriculum.

- Adequacy of planned implementation schedule.

In the document entitled *Evaluation protocol for verification of official university qualifications (degree and master)*- it is included a support template for evaluating the official university curricula whose mission is to facilitate the task of assessment for each curriculum by ANECA Commissions.

The template¹ presents every aspect to be assessed by the reviewer's committee. In order to facilitate the work of reviewers, with also a more comprehensive and visual presentation of the template, it is included a table with a series of questions on the proposed curriculum.

This table is divided into these sections:

- Description of the university degree.
- Justification.
- Goals.
- Access and admission of students.
- Teaching planning.
- Academic staff.
- Services and material resources.
- Expected results.
- System quality assurance.
- Implementation calendar.

This table has collected all the aspects to be considered in the evaluation for verification of official university qualifications in accordance with Royal Decree 1393/2007. Likewise, there are also additional aspects not included in the Royal Decree but are considered advisable in order to guarantee the quality of the proposals and to achieve convergence with the European Higher Education Area.

Measurable aspects are followed by a rating scale with four categories ranging from no contribution of data to the satisfactory compliance of the requirement.

¹ Consultable, de forma íntegra, en el Anexo 4 de este trabajo.

This template already includes some questions related to the implementation of the principles of equal opportunities and the universal accessibility. Usually, these principles come together with its analogue in equality between men and women and also incorporate the values of a culture of peace and democratic values.

Reports of Official degrees

Each university has written extensive documents, called Official degree reports, due to the verification process established by ANECA.

The preparation of these reports, also generically called curricula, has been fully guided through ANECA's guidelines. These guidelines, discussed above, indicate how the structure of the report memory should be and what information should be described in each of the sections.

Therefore, the curricula adapted to the EHEA are no more a list of subjects and contents and become a document of a great interest for obtaining an overview of how the curriculum has been designed, how it is going to be developed and also assessed. It contains an explicit relation of the educational goals expected to be attained and a planning of how to achieve them. This includes objectives, expected learning outcomes, academic activities to develop, estimated dedication time, human and material resources available, and so on.

Design phase of the research

Defining the type of study

In previous studies of the UDO, the approach to the issue raised has been exploratory, as it constituted some starting points to know a complex situation not previously studied. In this case, however, the type of study developed is a descriptive one. As a starting point there is available a solid knowledge base from the results obtained from previous studies. This allows proposing a study to determine and evaluate more precisely and specifically the level of implementation of EOQA principles. This method allows knowing the phenomenon studied by measuring one or more of its attributes. These are defined, later in this study, as parameters to be assessed.

Scope

The aim of this study will focus on a representative sample of curricula from public university located in the peninsular Autonomous Communities classified as areas covered by the 'Convergence' objective from the European Social Fund or covered by the 'phasing-in' phase from the competitiveness and employment objective according to the ESF.

Table 1: Classification of the Spanish areas from the competitiveness and employment objective according to the ESF

GROUP	DESCRIPTION	AACC
Convergence	PIB per capita < 75% of the EU-25 average	Galicia Extremadura Castilla la Mancha Andalucía
Phasing-in	PIB per capita < 75% of the EU-15 average during the 2000-2006 period. PIB per capita > 75% of this area average during 2007-2013.	Castilla y León C. Valenciana Islas Canarias
Phasing-out	PIB per capita > 75% of the EU-25 average. PIB per capita < 75% EU-15 average.	Asturias Ceuta Melilla Murcia
Regional competitiveness and employment	PIB per capita superior to the 75% EU-25 average and are regions to be funded in the objective.	Cataluña Aragón Madrid La Rioja Navarra País Vasco Cantabria Islas Baleares

Source: European Social Fund

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Figure 1. Map divided into Autonomous Communities showing the differentiated areas according to the European Social Fund to which they belong.



Source: European Social Fund

So, there have been studied the following universities, sorted by Autonomous communities.

Table 2: Universities under study classified per Autonomous communities..

AACC	University	CCAA	University
Andalucía	Universidad de Almería	C. Valenciana	Universitat de València. Estudi-General
Andalucía	Universidad de Cádiz	C. Valenciana	Universitat Jaume I
Andalucía	Universidad de Córdoba	Castilla la Mancha	Universidad de Castilla La Mancha
Andalucía	Universidad de Granada	Castilla León	Universidad de Burgos
Andalucía	Universidad de Huelva	Castilla León	Universidad de León
Andalucía	Universidad de Jaén	Castilla León	Universidad de Salamanca
Andalucía	Universidad de Málaga	Castilla León	Universidad de Valladolid
Andalucía	Universidad de Sevilla	Extremadura	Universidad de Extremadura
Andalucía	Universidad Pablo Olavide	Galicia	Universidad de A Coruña
C. Valenciana	Universidad de Alicante	Galicia	Universidad de Santiago de Compostela
C. Valenciana	Universidad Miguel Hernández	Galicia	Universidad de Vigo
C. Valenciana	Universidad Politécnica de Valencia		

There exists also a thematic scope since the contents of the selected curricula have been examined from a single glance: the equal opportunities on grounds of disability, universal accessibility and design for all. These are the contents of the UDO.

Formulation of hypotheses

The hypotheses raised in the study are the following:

- The EOUA principles are not fully implemented in the curricula analyzed.
- The current verification protocol by ANECA does not allow settling the real level of implementation of the EO principles in the curricula.

Determining the parameters to evaluate

Based on the theoretical study conducted in the exploratory phase, parameters are extracted from the curricula and they will be evaluated to determine the degree of accessibility of each curriculum.

These parameters are organized according to four spheres of application as defined in the current study: guidelines and regulations (refer to the creation of policies and action plans), academic activity (refer to the organization, management and provision of the teaching and research), services (refer to the organization, management and provision of services), and environment and equipment (refer to facilities management, infrastructure and technological equipment).

Guidelines and regulations

- Responsible bodies.
- Compliance of legislative framework
- Master plans on Equal opportunities.
- Master plans on universal accessibility.
- Institutional relationships.
- Key indicators, evaluation and quality.

Academic activity

- Recommended admission requirements.
- Curricular accommodations and specific academic itineraries.
- Cultural, sportive, cooperation and other activities.
- Mobility activities.
- Mentorship.
- Accessible pedagogical methodologies.
- Teaching staff coordination.
- Training on EOUA for academic staff.
- Labour integration of academic staff with disability.
- Including EOUA concepts in the curriculum.
- Research and innovation.

Services

- Census of the students with disability.
- Assistive products catalogue.
- Training on EOUA for administrative staff.
- Labour integration of the academic staff with disability.
- Labour integration of students with disability.
- Students support service.
- Awareness actions on EOUA.

Environment and equipment

- Physical accessibility.
- Accessibility in transport.
- Information and communication accessibility.

Evaluation protocol for the EOUA verification of the official university degrees

In order to evaluate the level of implementation of EOUA principles, determined by the presence or absence in the curricula of the parameters defined above, it was necessary to create a new evaluation protocol.

This protocol should become a practical tool and therefore, it was decided that it should be composed not only of a questionnaire, but also of a balanced and justified rating system that could generate marks about the degree of compliance of each parameter in the curricula.

This protocol has been called *Evaluation protocol for the verification of EOUA principles in the official university degrees* (hereinafter Protocol for the EOUA verification). This protocol has been made throughout the design of a table in Excel format (complete example in appendix 3), which contains the questionnaire, the rating system and the automatic generation of the corresponding score.

In the next section, it is described the process of establishing guidelines and criteria for its design.

Structure

It is decided to use, as a reference, the support template from the *Protocol for the evaluation and verification of the official university degrees (degree and master)* by ANECA. This template will be the basis on which incorporate those aspects necessary for the evaluation of implementation of EOUA principles in curricula.

The justification for this decision is due to different reasons: for the prior existence of issues on the EOUA principles in the protocol; and for the will to validate and help to improve the existing protocol rather than creating a different one.

Thus, starting from the structure already defined in the template, the following sections are established:

1. Description.
2. Justification.
3. Objectives.

4. Admission.
5. Teaching.
6. Academic staff.
7. Resources.
8. Results.
9. Quality.
10. Implementation calendar.

As mentioned above, this support template is made of a list of questions as a checklist. In its original version, there are already questions about the implementation of EOUA principles. However, the aim of this work is to get into detail on those questions.

For this reason, new questions are formulated and placed in the correspondent section of the template. As a general guideline, they are defined not only with an integrative approach but also an inclusive one. This list of questions will be referred to throughout the study, as the EOUA verification questionnaire.

EOUA verification questionnaire

After the exploratory phase of the study, 64 new questions for EOUA verification are established. The wording of these questions is determined, in many cases, by the format of existing questions in the support template, *Protocol for the evaluation and verification of the official university degrees (degree and master)*, by ANECA.

In addition, each question is classified according to a series of items established by the research team: priority level; depth level or, what is the same, sublevel; delimitation of responsibilities and the sphere of activity. These items describe features of each question to be involved in the evaluation.

To determine the priority of each question, it has been taken into consideration the requirements of current legislation on equal opportunities and higher education; as outlined in the regulatory framework. This prioritization allows the identification of the most influential elements. So, there are established 1, 2 and 3 priority levels, which, to higher priority, lower level of demand.

- Priority 1: the question evaluates a parameter of great influence for the consolidation of equal opportunities in the area in which is

located. It is essential that the report of the degree verification response explicitly and in detail the question.

- Priority 2: the question evaluates a parameter of medium influence on the consolidation of equal opportunities in the area in which is located. It is necessary that report of the degree verification response explicitly and in detail the question.
- Priority 3: the question evaluates a parameter of moderate influence on the consolidation of equal opportunities in the area in which is located. It is desirable that the report of the degree verification response explicitly and in detail the question.

Each question has a specific level of priority assigned. Depending on that level of priority there is a higher or lower mark in the evaluation system. This is explained in the following paragraph.

Regarding the depth level, it establishes the precision and specificity in which different aspects to be rated are applied. This depth is codified with a multilevel numbering: 1 = level 1; 1.1 =level2; 1.1.1=level 3; and so on. Therefore, higher the level, higher the precision is. Each question has assigned a level of depth.

This codification has served also to avoid adding new unnecessary questions; because if there be a more generic question in the protocol, it has been qualified it by adding more levels of specificity.

The study on the regulation carried out in the Theoretical framework chapter, suggests that it should take into account the delimitation of responsibilities and the sphere of activity to the proper construction of the protocol.

Therefore, it results a list of 64 EOU verification questions with its multilevel numbering and priority level. Regarding the numbering, the first position corresponds to the number of the section where the question lies, the second position corresponds to subparagraph and the rest of the numbering refers to the level of depth.

Also, questions have been classified according to their sphere of activity and their responsibility delimitation to which they belong.

The University spheres of application are the following:

- Guidelines and regulations.

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- Academic activity.
- Environment and equipment.
- Services.

In order to delimit the the responsibilities in the University, there have been identified three levels of responsibility:

- University: this includes the Social council, the Governing council, the university senate, rector and managers.
- Basic units: this includes departments and faculties.
- Management units: this includes support, management and service units.

Academic Activity

University competence

Nº.	Priority	Question
6.1.4	3	Are there mentioned research and innovation actions in relation to disability?
6.1.4.1	3	Are there mentioned research groups related to disability, universal accessibility, design for all, people in a dependence situation...?
6.1.4.2	3	Are there mentioned scholarships or other activities designed to guide students with disability into teaching and research?
9.2.4	3	Are there mentioned procedures for the collection and analysis of information about equal opportunities for students with disabilities to improve the quality of teaching? Is it specified how to use this information in the revision and improvement of the curriculum?
9.5.1.1	3	Are there defined procedures for the collection and analysis of information on the satisfaction of students with disability?

Basic unit competence

Nº.	Priority	Question
3.1.3.1	1	Are there explicitly incorporated EOUA principles in some objective?
3.1.3.2	1	Is there at least one competence which explicitly incorporates the EOUA principles?

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3.1.3.3	2	Is the law 51/2003, LIONDAU explicitly mentioned?
4.1.1.1	2	Is the recommended entry profile defined correctly by having into account the equal opportunities? (brief description of the personal and academic characteristics considered appropriate for those who are going to start the degree studies)
5.1.2.1.1	2	Are there curricular accommodations or specific itineraries for students with disability?
5.1.4.1	2	In the case of career-oriented degrees, does the proposal have modules or subject areas for professional practicum to achieve the degree objectives properly and with equal opportunities?
5.1.7.1	1	Are there included specific teaching related to the accessibility and the universal design?
5.2.3.1.1	3	Is there mentioned the accessibility of the activities under the program of mobility to be made with equal opportunities for all students?
5.3.3.1.1	1	How many modules or subject areas have the competence related to accessibility and universal design?
5.3.3.1.3	2	Are there specific subjects on accessibility and design for all?
5.3.4.1	3	In the description of the training activities, do the teaching and learning methodologies contain an accessible and inclusive approach?
5.3.4.2	3	Is it stated the mentor figure as a support for the students with disability?
5.3.7.1	2	Can the assessment system evaluate the learning outcomes achieved by students taking into account the EOQA principles?
5.3.8.1	3	Is there included information about the students' permanence rules having into account the EOQA principles? (information present in section 1)
6.1.1.1	3	Is there specified the academic staff available, their academic category, their labour relation with the university and their teaching and research experience, in order to implement properly the curriculum according to EOQA principles?
6.1.2.1	3	Is there specified the administrative staff available, their labour relation with the university and their experience, in order to impalement properly the curriculum according to EOQA principles?
6.1.3.1	3	Are there established which are the needs of academic staff and other necessary human resources to carry out the curriculum in line to ECTS, the branches of knowledge involved, number of students, EOQA principles and other relevant variables?

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Legal guidelines and regulations

University competences

Nº.	Priority	Question
2.3.1.1	1	In internal consultation processes and at a management level, is there any advisory body to coordinate EOUA policies?
2.3.1.2	2	In internal consultation processes and at an advisory level, is there any advisory body to coordinate EOUA policies?
2.3.1.3	3	In internal consultation processes and at an organization level, is there any service that coordinates EOUA policies?
2.3.1.4	3	In the external consultation processes, is it mentioned to having consulted organizations representing people with disability or specialized centres (CEAPAT...)?
6.2.4.1	1	Are there evidences on the adequate reservation of job posts for employees with disability?
6.2.4.2	1	Are there evidences on the accommodations and reasonable adjustments of time and means in the selection processes?
7.1.1.1	1	Is it mentioned the existence of a Master plan for the Equal opportunities for the people with disability?

Basic unit competences

Nº.	Priority	Question
1.5.1	1	In the definition of the minimum number of ECTS per student enrolment and study period, and the permanence rules; has it been taken into account the equal opportunities?
2.1.1.1	2	In the description of the profile and professional activities of the degree, is it mentioned the specific career opportunities for the graduate with disability?
2.2.1.1	3	Are there external references related to the accessibility, the universal design or the disability?
4.2.1.1	1	Is it ensured EOUA principles in the special admission tests?
4.2.5	1	Is it taken into account the existence of positive discrimination actions (registration fees, reservation of places...)
5.1.2.1.2	2	Is it described the internal regulation which establishes the curricular accommodation for students with disability?
8.1.2	3	Are there mentioned relevant indicators which include, at least, the rates for enrolment, graduation, dropout and success for students with disability?

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8.2.2	3	Has the university defined a procedure to evaluate the learning progress and results of students with disability? (External exams, final year Project, etc.)
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Services

University competence

Nº.	Priority	Question
4.1.2.1	1	Is there offered a specific support service for students with disability prior to enrolment and during the welcome process?
4.1.2.3	1	Are there described specific actions of this service on the admission of students with disability?
4.3.1.1	1	Is there a specific support service for students with disability?
4.3.1.2	1	Are there described the specific actions of this service for students with disability during the degree course?
4.3.1.3	1	Is it mentioned the support to graduate students with disability in their labour insertion?
4.3.1.4	2	Is there a census of students with disability?
5.1.8	2	Is it specifically mentioned the possibility for students with disability to participate in cultural, sportive, solidarity, cooperation, and student representation activities?
6.2.1.1.1	2	Is there planned the provision of training courses for the academic staff on accessibility and design for all?
6.2.1.1.2	2	Is there planned the provision of training courses for the administrative staff on accessibility and design for all?
9.4.2	3	Are there defined the procedures for collecting and analysing the information on the labour insertion of students with disability?
9.5.3.1	3	Are there procedures for collecting and analysing information on the suggestions or complaints of students with disability?

Basic units competences

Nº.	Priority	Question
4.1.2.2	3	Are there channels of communication with high school centres, centres for vocational training or other training centres which have into account the EOUA?
5.2.3.1.3	3	Is it specified the accessibility present in the mechanisms for managing the mobility of students with disability? (Information to students, support services, administrative processes...)

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Environments and Equipment

University competence

Nº.	Priority	Question
7.1.1.2	1	Is there a Comprehensive Plan for accessibility?
7.1.1.3	3	Is it explicitly stated the accessibility present in transport to get to the university? Public/private transport.
7.1.1.4	1	Is it described the accessibility present in facilities and services? (Physical accessibility, ICT accessibility, in learning...)
7.1.1.4.1	2	Are there accommodated study places?
7.1.1.4.3	1	Is the ICT accessibility granted? For example, is it mentioned the compliance of WAI/TAW criteria or ISO regulations on the Web?)
7.1.1.4.4	1	Is it mentioned the list of assistive products available to guarantee equal opportunities to all students in the classroom and laboratories
7.1.4	1	Do the material resources and services in the university, and in the partner institutions, observe the universal accessibility and the design for all criteria?
7.1.6	3	Are there public or private funds to improve accessibility?
7.2.1.1	3	Are there mentioned improvements in terms of accessibility?
9.1.3	3	Does the university have a certificate on the Universal Accessibility management system according to the Spanish standard UNE 170001-2?
9.1.4	3	Does the university have the European eAccessibility Certification-Euracert, or something equivalent?

Basic Units competence

Nº.	Priority	Question
5.2.3.1.2	3	Is it mentioned the accessibility of the facilities where activities of the mobility program take place?
7.1.3.1	2	In the case of career-oriented degrees, are the professional practices to achieve the degree's objectives define properly and with equal opportunities?
9.3.1.1	3	Are there defined the procedures for collecting and analyzing information about the accessibility of the external practicum? And is defined how this information will be used in the revision and improvement of the curriculum development?
9.3.2.1	3	Are there defined the procedures for collecting and analyzing information about the accessibility of mobility programs accessibility?

And is specified how this information will be used in the revision and improvement of the curriculum development?

Validation of the EOUA verification questionnaire

Once the EOUA verification questionnaire has been defined, it is needed to check its coherence and consistence. Besides, there is also the need to justify the contents of the questionnaire on a legislative basis.

In order to carry the checking out, it is established a assessment system which serves as a tool for determining its reliability, and graph it. This assessment system is presented through a matrix (see Table 3).

This matrix shows, on one side, different spheres of activity and, on the other side, the different delimitation of responsibilities involved in implementing EOUA principles in university degrees.

Both definitions on the sphere of activity and the delimitation of responsibilities were based on the pertinent legislation, resulting from the first methodological phase of the study.

Then, the resulting matrix shows at the same time the involved sphere of activity and delimitation of responsibilities in the university, for each and every section of the structure of the protocol. In other words, it shows *what* or *where* to act in the implementation of EOUA principles in the curriculum, as well as *who* would be the responsible for carrying it out.

After the matrix is done, it has been analyzed the relationship between different elements to give coherence to the system. The result is shown in Table 3. In that table it can be noticed some gray shaded cells that show the points where the system lacks coherence. The white cells show the areas in which the EOUA aspects must be assessed.

It has been considered consistent the sphere-responsibilities relationship when there is a direct responsibility in the definition of the issue. For example, at a university level, it has no sense locating the academic activity since it is not competence of the university but of departments and colleges (although it is the quality assurance).

One of the first conclusions reached during this methodological phase is to determine how irrelevant is the level of responsibility of the management units. This is because none of the items under study are under their responsibility: they do not define any guidelines or regulations, those units just execute them; they do not determine the academic activity; they do not have power to act in

the environment and equipments by themselves; and do not define services but they just execute them.

It has not been considered relevant, either, the section 10- Calendar for the EOUA implementation.

Then, both the management units and the section 10- Implementation Calendar are removed from the system and will not appear in the successive matrices.

As for the justification of content of the protocol from the legislative basis has been mapped in the same assessment matrix; although being widely explained in the regulatory framework. The results of this mapping are included in tables 4 to 7.

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Table 3. Assessment system for the Protocol for the EOUA verification.

Sphere of action	UNIVERSITY										BASIC UNITS (DEPARTMENTS, FACULTIES)										MANAGEMENT UNITS (SUPPORT, MANAGEMENT AND SERVICE)											
	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar		
LEGAL GUIDELINES / REGULATIONS																																
ACADEMIC ACTIVITY																																
ENVIRONMENT AND EQUIPMENT																																
SERVICES																																

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Table 4. Regulatory map. Legal guidelines and regulations.

Sphere of action	UNIVERSITY										BASIC UNITS (DEPARTMENTS, FACULTIES)									
	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar
LEGAL GUIDELINES/ REGULATIONS	LIONDA U: Art 10.2; 15.1;					LISM I: 38	LIONDA U: DFV ^a ; DFVIII ^a & DAV ^a LSSI				LIONDA U: 15.1	LIONDA U: Art 10.2; 15.1;	Article 8.1 & 16 LIONDA U; Article 4.2; 19 & 51 RD 1892/200 8; 51 RD 1892/200 8 Article 30 LISMI.	LIONDA U: 10.2 & DFV ^a				LOU: 31; LIONDA U: DFV ^a		
	Art. 14 LOU					Art. 15 LOU	Art. 15 LOU				Art. 8 LOU	Art. 8 LOU	Art. 8 LOU	Art. 8 LOU	Art. 8 LOU				Art. 8 LOU	

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Table 5. Regulatory map. Academic activity.

Sphere of action	UNIVERSITY										BASIC UNITS (DEPARTMENTS, FACULTIES)									
	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar
ACADEMIC ACTIVITY									DFV ^a LIONDAU				DFX ^a LIONDAU	LIONDAU: 8.1 & 16	DFX ^a LIONDAU; DFV ^a LIONDAU	LIONDAU: 14.1				
									Art. 15 LOU				Art. 8 LOU	Art. 8 LOU	Art. 8 LOU	Art. 8 LOU				

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Table 6. Regulatory map. Environment and services..

Sphere of action	UNIVERSITY										BASIC UNITS (DEPARTMENTS, FACULTIES)									
	1.Description	2.Justification	3.Objetives	4. Admission	5.Teaching planning	6.Academic staff	7.Resources	8.Results	9.Quality	10. Implementation Calendar	1.Description	2.Justification	3.Objetives	4. Admission	5.Teaching planning	6.Academic staff	7.Resources	8.Results	9.Quality	10. Implementation Calendar
ENVIRONMENTS AND EQUIPMENT							LIONDAU: DFV ^a ; DFVIII ^a & DAV ^a LSSI		DFV ^a LIONDAU						DFV ^a LIONDAU		LIONDAU: DFV ^a ; DFVIII ^a & DAV ^a LSSI		DFV ^a LIONDAU	
							Art. 15 LOU		Art. 15 LOU						Art. 8 LOU		Art. 8 LOU		Art. 8 LOU	

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Table 7. Regulatory map. Services.

Sphere of action	UNIVERSITY										BASIC UNITS (DEPARTMENTS, FACULTIES)																													
	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar	1. Description	2. Justification	3. Objectives	4. Admission	5. Teaching planning	6. Academic staff	7. Resources	8. Results	9. Quality	10. Implementation Calendar																				
SERVICES				LIONDAU: 8.1 & 16; 19.3 RD 1892/2008; Article 14.2 RD 1393/2007	DFV ^a LIONDAU	DFV ^a LIONDAU			DFV ^a LIONDAU					LIONDAU: 8.1 & 16; 19.3 RD 1892/2008; Article 14.2 RD 1393/2007	DFV ^a LIONDAU																									
				Art. 15 LOU	Art. 15 LOU	Art. 15 LOU			Art. 15 LOU					Art. 8 LOU	Art. 8 LOU																									

Assessment system

Once finished the questionnaire of the Protocol for the EOUA verification, it is defined the rating system to be used to determine the degree of compliance with the EOUA parameters asked in each question. Moreover, each question in the questionnaire gives a mark according to the type of answer received and the priority level of each question.

Therefore, every question is answered according to 5 categories provided. These categories are:

- **Non-existent:** the answer to the issue does not appear in the document.
- **No evidences:** the answer to the issue is manifested generically but does not provide evidences.
- **Unsatisfactory:** the answer manifests compliance of the issue raised but insufficiently.
- **Sufficient but could be improved:** the answer manifests compliance of the issue raised in a sufficient way although there is room for improvement.
- **Satisfactory:** the answer manifests compliance of the issue raised satisfactorily, ie it fully satisfies the requirement.

The value of each answer is scored on a weighted depending way on the priority of each question. The scoring is shown in the following table:

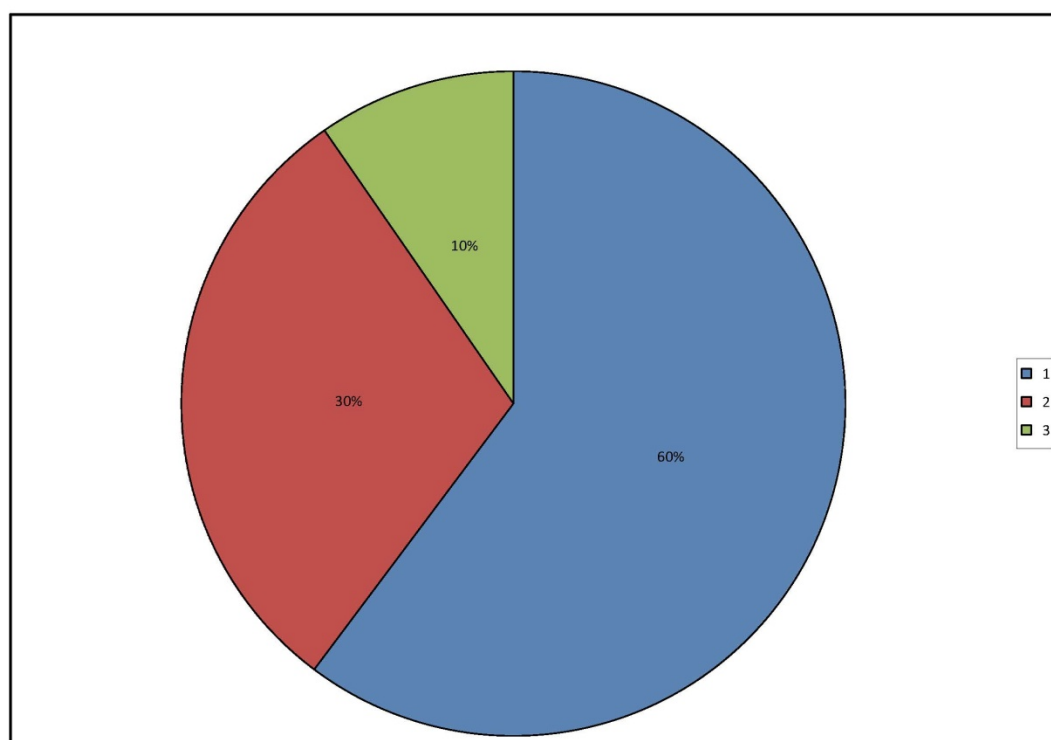
Table 8. Grading questions according to priority..

Assessment	Priority 1	Priority 2	Priority 3
Non-existent	0	0	0
No evidences	25	17.5	3
Insufficient	50	35	6
Sufficient but improvable	75	52.5	9
Satisfactory	100	70	12

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Therefore, it is considered that a question of priority 1 has a total weight of 100; a question of priority 2, has a total weight of 70 and a question of priority 3 of 12 points. The Graph 1 shows how the weight is distributed in the assessment system. This corresponds to a ratio of 60%-30%-10%.

Graph 1. Weight distribution in the Evaluation protocol.

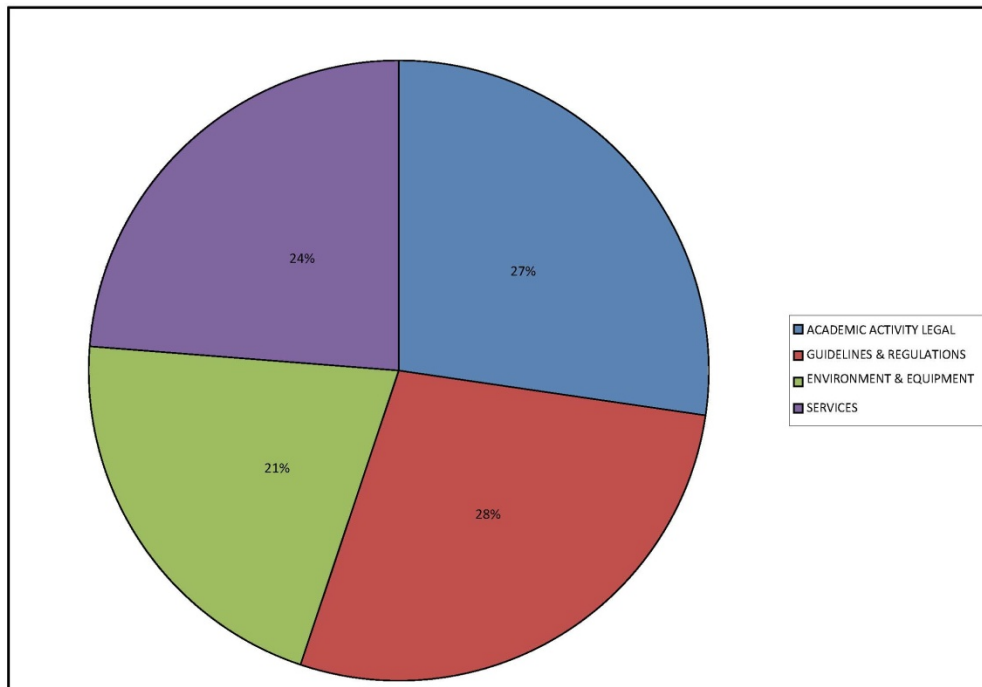


In the graph it can be observed that the priority issues, that is classified as priority 1, have a greater impact on the outcome of the evaluation of the curriculum. In contrast, the existence or absence of questions of priority 2 and 3, although taken into account, do not distort the outcome. For example, a curriculum that meets priority 1 issues will be positively assessed while having a low score on the issues of priority 3. Similarly, a curriculum highly valued on issues of priority 3, but without specific actions that respond to the requirements of priority 1, will not get an overall positive assessment.

The prioritization has been carried out taking into account that, to achieve a real implementation of EOUA principles in the curricula, it is essential to consider its application in a transversal way. For that reason, it has been given the same weight to all spheres of action: academic activity, guidelines and regulations, environment and equipments, and services. In Graph 2 shows the weight distribution for each sphere of activity in the questionnaire of Protocol for the EOUA verification.

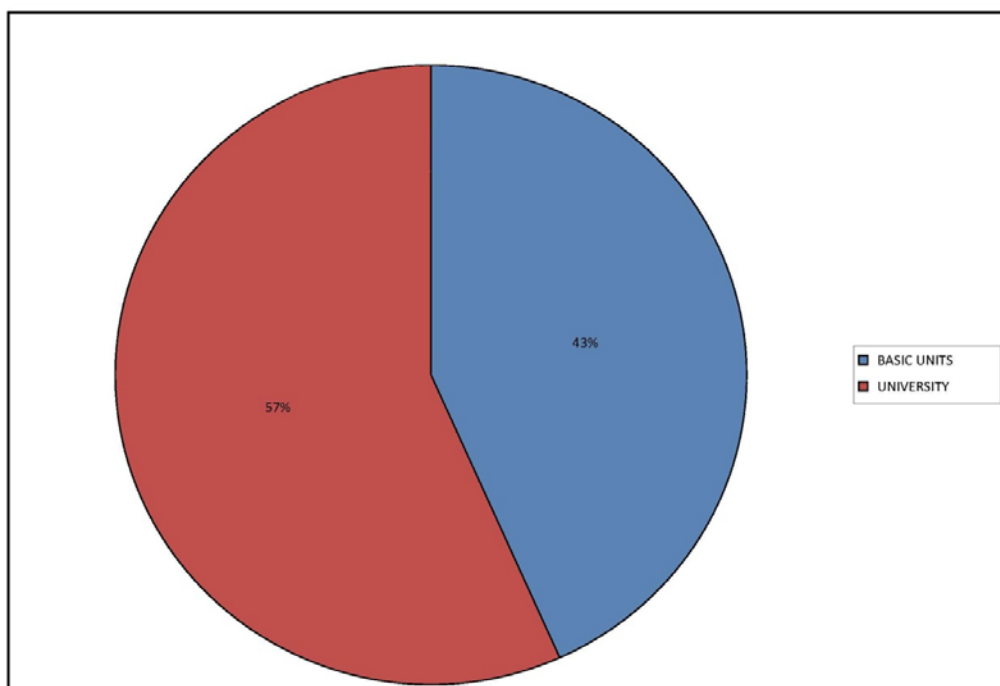
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Graph 2. Weight distribution according to the classification of the sphere of activity.



It has been carried out the same task focusing on the delimitation of responsibilities. Its representation is shown in graph 3:

Graph 3. Weight distribution according to the classification of the delimitation of responsibilities.



Although the responsibilities between the university and the basic units are almost balanced, the weight is decanted slightly (57% vs. 43%) to the university because it is considered to own the responsibility to lead and promote the equality of opportunities and accessibility in all the spheres.

Once patterned the assessment system and in order to standardize to the maximum the evaluation process by the different research team members when analysing the curricula, there were defined the elements taken into account in assessing the level of compliance of each parameter. So, the criteria that should be met to consider a question rated as “satisfactory”.

Therefore are listed below all the questions included in the Protocol for the EOQA verification, following the same sequential order, together with the correspondent criteria to facilitate its assessment.

Description

1.5.1 (priority 1) In the definition of the minimum number of ECTS per student enrolment and study period, and the permanence rules; has it been taken into account the equal opportunities?

This criteria seeks to determine if the curriculum includes measures of positive discrimination for students with special educational needs in two fields:

- A lower minimum credit number for students with disability.
- Less strict continuance standards for this group of students.

Justification

2.1.1.1 (priority 2) *In the description of the profile and professional activities of the degree, is it mentioned the specific career opportunities for the graduate with disability?*

The aim is to know whether the curriculum has reflected the professional opportunities each degree can offer to students with disability, having into account on one side, the requirements of the labour market and, on the other side, the functional diversities of students with special educational needs.

2.2.1.1 (priority 3) *Are there external references related to the accessibility, the universal design or the disability?*

This question attempt to ascertain whether, before drawing up the curriculum, there have been consulted publications related to accessibility such as the *Libro blanco sobre universidad y discapacidad (White book on university and disability)*.

2.3.1.1 (priority 1) *In internal consultation processes and at a management level, is there any advisory body to coordinate EOUA policies?*

This question intends to know if any person responsible for the development of non discrimination policies on grounds of disability has participated in the drawing up of the curriculum, to ensure these policies are taken into account.

2.3.1.2 (priority 2) *In internal consultation processes and at an advisory level, is there any advisory body to coordinate EOUA policies?*

This question pretends to know if there has been consulted any advisory body for the non-discrimination policies on grounds of disability, to guarantee that these issues are taken into account.

2.3.1.3 (priority 3) *In internal consultation processes and at an organization level, is there any service that coordinates EOUA policies?*

In this question it is asked if any person responsible for providing services in the area of no discrimination on grounds of disability has participated in the drawing up of the curriculum, to guarantee these services are taken into account.

2.3.1.4 (priority 3) *In the external consultation processes, is it mentioned to having consulted organizations representing people with disability or specialized centres (CEAPAT...)?*

The aim of the question is to know if during the drawing up of the curriculum there have been consulted institutions such as the CEAPAT, CERMI, or their equivalents in the context of each region or even locally.

Objectives

3.1.3.1 (priority 1) *Are there explicitly incorporated EOUA principles in some objective?*

This question is intended to know whether the list of goals of the curriculum includes explicit references in one or more goals to the equal opportunities for people with disability and universal accessibility.

3.1.3.2 (priority 1) Does it exist at least one competence which explicitly incorporates EOUA principles?

This question pretends to know whether the list of competences in the curriculum, includes one or more competences with reference to the equal opportunities for people with disability and universal accessibility.

3.1.3.3 (priority 2) Is the law 51/2003, LIONDAU explicitly mentioned?

In here, the interest is to know whether, in the section of the curriculum about competences and objectives, it is cited the LIONDAU either generically, as a reference, or specifically by citing one of its articles.

Admission

4.1.1.1 (priority 2) Is the recommended entry profile well defined by having also into account the equal opportunities? (brief description of the personal and academic characteristics considered appropriate for those who are going to start the degree studies)

It is asked whether the analysis of the student profile includes criteria related to functional diversity of students with special educational needs to guarantee that a disability could not be any obstacle to carry out the curriculum.

4.1.2.1 (priority 1) Is there offered a specific support service for students with disability prior to enrolment and during the welcome process?

It is intended to know whether the curriculum includes references to specific ways of information and communication for students with special educational needs interested in enrolling in a degree. The information must be accessible and must be useful to the type of questions future students may have in relation to their functional diversity.

4.1.2.2 (priority 2) Are there channels of communication with high school centres, centres for vocational training or other training centres which have into account the EOUA?

This question attempts to ascertain whether the university spreads information and also communicates with high schools, vocational training centers or other, about the equal opportunities for people with disability and the universal accessibility issues so future students with disability could receive information appropriate to their needs both in content and in media or formats.

4.1.2.3 (priority 1) Are there described specific actions of this service on the admission of students with disability?

It is requested the curriculum giving a detailed explanation of the specific actions of the orientation service for the enrolment of students with special educational needs

4.2.1.1 (priority 1) Is it ensured EOUA principles in the special admission tests?

In the case that a degree requires additional special tests for accessing to it, it is asked whether the curriculum establishes positive discrimination measures for that test. To be more specific, more favourable conditions for the student with special educational needs in those cases in which that positive discrimination is justified.

4.2.5 (priority 1) Is it taken into account the existence of positive discrimination actions (registration fees, reservation of places...)

It is intended that the curriculum clearly specify what measures are adopted to guarantee positive discrimination for people with disability. Examples provided in brackets are mandatory legal requirement, however other measures coming from each curriculum are also considered for analysis.

4.3.1.1 (priority 1) Is there a specific support service for students with disability?

It is intended to know whether the curriculum states the existence of a service aimed specifically at students, already enrolled, with special educational needs to meet and manage students' needs arising from their disability.

4.3.1.2 (priority 1) Are there described the specific actions of this service for students with disability during the degree course?

It is requested the curriculum to explain and detail the actions this service perform over the student's university career to ensure their equal opportunities and universal accessibility.

4.3.1.3 (priority 1) Is it mentioned the support to graduate students with disability in their labour insertion?

It attempts to ascertain whether the curriculum mentions the existence of a specific service for occupational guidance for students with disability, which have also into account their special difficulties for employability.

4.3.1.4 (priority 2) Is there a census of students with disability?

It attempts to ascertain whether the curriculum inform about the existence of a census of students with special educational needs.

Planning

5.1.2.1.1 (priority 2) Are there curricular or itinerary accommodations for the students with disability?

It is intended to know whether the curriculum specifies generic measures of positive discrimination for students with special educational needs consisting of curricular accommodations in the whole curriculum or in some itineraries.

5.1.2.1.2 (priority 2) Is it described the internal regulation which establishes the curricular accommodation for students with disability?

This question seeks to know whether the curriculum includes specific regulations about the criteria and implementation systems of the curricular accommodations.

5.1.4.1 (not apply) In the case of career-oriented degrees, does the proposal have modules or subject areas for professional practicum to achieve the degree objectives properly and with equal opportunities?

This question attempts to ascertain whether the career oriented curriculum considers specific actions for students with special educational needs in their professional practices respectful of the principles of equal opportunities, non discrimination and universal accessibility.

5.1.7.1 (priority 1) Are there included specific teaching related to the accessibility and the universal design?

It is intended to know whether the description of modules and subject areas in the curriculum explicitly includes content related to equal opportunities and

universal accessibility with the aim that the future graduates could apply these principles in their professional careers, as it is established in the LIONDAU.

5.1.8 (priority 2) Is it specifically mentioned the possibility for students with disability to participate in cultural, sportive, solidarity, cooperation, and student representation activities?

This question seeks to know whether the cultural activities, sports, student representation, solidarity and cooperation offered in the curriculum have into account the principles of universal accessibility so that they can be performed on equal opportunities for students educational needs.

5.2.3.1.1 (priority 3) Is there mentioned the accessibility of the activities under the program of mobility to be made with equal opportunities for all students??

It is sought to know whether the curriculum specifies the universal accessibility criteria which allow students with disability to access the mobility program on equal opportunities.

5.2.3.1.2 (priority 3) Is it mentioned the accessibility of the facilities where activities of the mobility program take place?

It is wanted to know if the curriculum explicitly states that partners universities in the mobility program have into account equal opportunities and universal accessibility, with the aim of ensuring that this group can actually access these destination centers.

5.2.3.1.3 (priority 3) Is it specified the accessibility present in the mechanisms for managing the mobility of students with disability? (information to students, support services, administrative processes...)

It attempts to know whether the curriculum explicitly states the accessibility of the processes and services of the mobility programs.

5.3.3.1.1 (priority 1) How many modules or subject areas have the competence related to accessibility and universal design?

This question wants to know the exact number of modules or subject areas related to accessibility and design for all.

5.3.3.1.3 (priority 2) Are there specific subjects on accessibility and design for all?

In here, it is wanted to know whether, in the curriculum, there are subjects specifically focused on accessibility and universal design, independently if they are related to the accessibility and design for all competence.

5.3.4.1 (priority 3) In the description of the training activities, do the teaching and learning methodologies contain an accessible and inclusive approach?

This question attempts to know whether the curriculum includes universal accessibility criteria in their teaching methodologies, both through the use of those methodologies or through the use of curricular accommodations.

5.3.4.2 (priority 3) Is it stated the mentor figure as a support for the students with disability?

It is intended to know whether there is a mentor teacher for students with special educational needs, specifically assigned with the aim of giving support to the socio-educative inclusion of that student.

5.3.7.1 (priority 2) Can the assessment system evaluate the learning outcomes achieved by students taking into account the EOUA principles?

It is necessary that the curriculum specifies the planned accommodations so the evaluation methods comply with universal accessibility criteria through accessible methodologies or through the planning of alternative accessible evaluation methods.

5.3.8.1 (does not apply) Is there included information about the students' permanence rules having into account the EOUA principles? (information present in section 1)

It is raised if the curriculum considers positive discrimination mechanisms that enable students with special educational needs to access a continuous enrollment to compensate for their challenges throughout their academic careers.

Academic staff

6.1.1.1 (priority 3) *Is there specified the academic staff available, their academic category, their labour relation with the university and their teaching and research experience, in order to implement properly the curriculum according to EOUA principles?*

It is required that the curriculum considers equal opportunities and universal accessibility as transversal elements whose development requires qualified professionals in such expertise. For that reason it is necessary to specify the competences of the academic staff in such field.

6.1.2.1 (priority 3) *Is there specified the administrative staff available, their labour relation with the university and their experience, in order to impalement properly the curriculum according to EOUA principles?*

It is required that the curriculum considers equal opportunities and universal accessibility as transversal elements whose development requires qualified professionals in such expertise. For that reason it is necessary to specify the competences of the administrative staff in such field.

6.1.3.1 (does not apply) *Are there established which are the needs of academic staff and other necessary human resources to carry out the curriculum in line to ECTS, the branches of knowledge involved, number of students, EOUA principles and other relevant variables?*

It is required that the curriculum considers equal opportunities and universal accessibility as relevant variables in consideration of which is necessary to dimension the human resources needs.

6.1.4.1 (priority 3) *Are there mentioned research groups related to disability, universal accessibility, design for all, people in a dependence situation...?*

It is pointed the need of specifying the existing research groups in relation to disability and universal accessibility in a wider sense.

6.1.4.2 (priority 3) *Are there mentioned grants or other actions to guide the students with disability towards education and research?*

Is it required to specify the existence of positive discrimination measures to help students with special educational needs to access to education and research.

6.2.1.1.1 (priority 2) Is there planned the provision of training courses for the academic staff on accessibility and design for all?

It is required specific training courses for the academic staff in the case there are not staff with such training.

6.2.1.1.2 (priority 2) Is there planned the provision of training courses for the administrative staff on accessibility and design for all?

It is required that, in absence of administrative staff trained in universal accessibility, organize courses on such subject.

6.2.4 (does not apply) In the academic staff recruitment, are there planned mechanisms for guaranteeing the equal opportunities between men and women and no discrimination of people with disability?

It is sought that the curricula state mechanisms designed for granting the no discrimination of the people with disability when recruiting new academic staff.

6.2.4.1 (priority 1) Are there evidences on the adequate reservation of job posts for employees with disability?

It is requested to proof the compliance of the job post quota reserve for people with disability in human resources policies.

6.2.4.2 (priority 1) Are there evidences on the accommodations and reasonable adjustments of time and means in the selection processes?

It is required that the curriculum specifies the established mechanisms to guarantee equal opportunities for people with disability in the selection processes.

Resources and services

7.1.1.1 (priority 1) Is it mentioned the existence of a Master plan for the equal opportunities for the people with disability?

The curriculum must specify the existence of any planning tool to coordinate all strategies in the field of equal opportunities for people with disability. This is a key element for implementing transversal policies on this issue.

7.1.1.2 (priority 1) Is there a Comprehensive Plan for accessibility?

The curriculum is required to state whether there are any accessibility planning instrument from a comprehensive perspective based on the principles of universal accessibility and design for all.

7.1.1.3 (priority 3) Is it explicitly stated the accessibility present in transport to get to the university? Public/private transport.

It is required that the curriculum specifies the accommodations made in the public transport to get to university. Also the measures planned to ensure the mobility of people with disability who use a private mean of transport or other measures established by the university in this way.

7.1.1.4 (priority 1) Is it described the accessibility present in facilities and services? (physical accessibility, ICT accessibility, in learning...)

The curriculum is required to describe the accessibility of all resources available to university students, from a perspective of universal accessibility and design for all.

7.1.1.4.1 (priority 2) Are there accommodated study places?

It is required that the curriculum specifies if the study places are adapted with the design for all criteria, for the student with special educational needs derived from his/her disability.

7.1.1.4.3 (priority 1) Is the ICT accessibility granted? For example, is it mentioned the compliance of WAI/TAW criteria or ISO regulations on the Web?)

It is required that the curriculum specifies the standards for info accessibility It is required that the curriculum specifies the standards for ICT accessibility used.

7.1.1.4.4 (priority 1) Is it mentioned a set of available assistive products so to guarantee equal opportunities to all the students in the classroom and laboratories?

It is required that the curriculum includes in its main premises a catalogue of assistive products to support proper development of the learning activity by the student with disability.

7.1.3.1 (priority 2) In the case of career-oriented degrees, are the professional practices to achieve the degree's objectives defined properly and with equal opportunities?

This issue is applied only in the career-oriented curricula. These curricula are required to specify the principles of universal accessibility and design for all in the design and implementation of the professional practicum.

7.1.4 (priority 1) Do the material resources and services in the university, and in the partner institutions, observe the universal accessibility and the design for all criteria?

The curricula have to specify if the partner institutions count on the necessary means for reassuring the universal accessibility and the equal opportunities of students with special educational needs arising from disability.

7.1.6 (priority 3) Are there public or private funds to improve accessibility??

It is required that the curriculum specifies whether there exist funding to improve universal accessibility in the university.

7.2.1.1 (priority 3) Are there mentioned improvements in terms of accessibility?

The curriculum is to specify in a broad way, the improvements that are intended to do in this matter.

Results

8.1.2 (priority 3) Are there mentioned relevant indicators which include, at least, the rates for enrolment, graduation, dropout and success for students with disability?

It is asked whether the curriculum considers students with disability as a specific group to which their results must be measured.

8.2.2 (priority 3) Has the university defined a procedure to evaluate the learning progress and results of students with disability? (external exams, final year Project, etc.)

It attempts to know whether the curriculum includes procedures for assessing learning results by students with disability.

Quality

9.1.3 (priority 3) Does the university have a certificate on the Universal Accessibility management system according to the Spanish standard UNE 170001-2?

It is required the curricula state if the university have a certificate or if it is in the process of getting it.

9.1.4 (priority 3) Does the university have the European eAccessibility Certification-Euracert, or something equivalent?

It is required to know whether the curriculum has such certificate or it is trying to get it.

9.2.4 (priority 3) Are there mentioned procedures for the collection and analysis of information about equal opportunities for students with disabilities to improve the quality of teaching? Is it specified how to use this information in the revision and improvement of the curriculum?

It is required that the curriculum includes procedures to collect information related to the quality of education provided to students with disability.

9.3.1.1 (priority 3) Are there defined the procedures for collecting and analyzing information about the accessibility of the external practicum? And is defined how this information will be used in the revision and improvement of the curriculum development?

It refers to the inclusion in the curriculum of procedures for collecting information related to the accessibility of external practicum.

9.3.2.1 (priority 3) Are there defined the procedures for collecting and analyzing information about the accessibility of mobility programs accessibility? And is specified how this information will be used in the revision and improvement of the curriculum development?

It is required that the curriculum includes procedures for collecting information related to the accessibility of mobility programs.

9.4.2 (priority 3) Are there defined the procedures for collecting and analysing the information on the labour insertion of students with disability?

It is required that the curriculum includes procedures to collect information related to the job insertion of students with disability.

9.5.1.1 (priority 3) Are there defined procedures for the collection and analysis of information on the satisfaction of students with disability?

It is required that the curriculum includes procedures to collect information related to the satisfaction of students with disability.

9.5.3.1 (priority 3) Are there procedures for collecting and analysing information on the suggestions or complaints of students with disability?

It is required that the curriculum guarantees universal accessibility in these procedures.

Pilot test

After having the Protocol for the EOQA verification finished, the next step consisted on testing its functionality by checking some curricula chosen at random.

This process determined a number of modifications to the Protocol:

- Structuring and adjusting the questions to adapt more to the format of the ANECA protocol.
- Reordering questions.
- Adding new cells to include textual references and observations

The pilot test was also useful to unify evaluation criteria among the research team members.

Data collection phase

Design of the sample

Initial exploration

In order to obtain the sample, there was carried out an exhaustive search of the curricula for the degrees taught in the universities under study.

As primary information source, there were used the institutional websites of each university. Public information was prioritized over the information may be reached via other internal searches. The reason for such choice came justified by trying to emulate the process that could keep students with disability in seeking information necessary to decide what degree to study.

As secondary source, there was the web tool *Grados y másteres evaluados favorablemente por ANECA (Degrees and masters favorably evaluated by ANECA)*. This tool is at the disposal of students and other people interested in knowing the Spanish university degrees offered, as a starting point to guide the choice of university.

During this literature search, besides downloading the reports of the curricula, there was also collected a set of information for each of the curricula:

- Title of the degree.
- University in which is taught.
- Campus where it is taught.
- Verification status by ANECA.
 - Not evaluated degree.
 - Pending evaluation degree.
 - Favorably evaluated degree.
- Branch of knowledge to which it belongs:
 - Sciences.
 - Health sciences.

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- Social sciences and Law.
- Arts and Humanities.
- Engineering and Architecture.
- Source type of information obtained:
 - ANECA's REPORT: report clasified as final and evaluated favorably by ANECA (the document includes the ANECA stamp)
 - FINAL REPORT: report stated as final and also evaluated favorably by ANECA (the document does not have the ANECA stamp)
 - APPLICATION REPORT: report stated as an application format and favorably evaluated by ANECA.
 - WEB INFORMATION: broad information collected from the university institutional website related to the degree.
 - NOT AVAILABLE

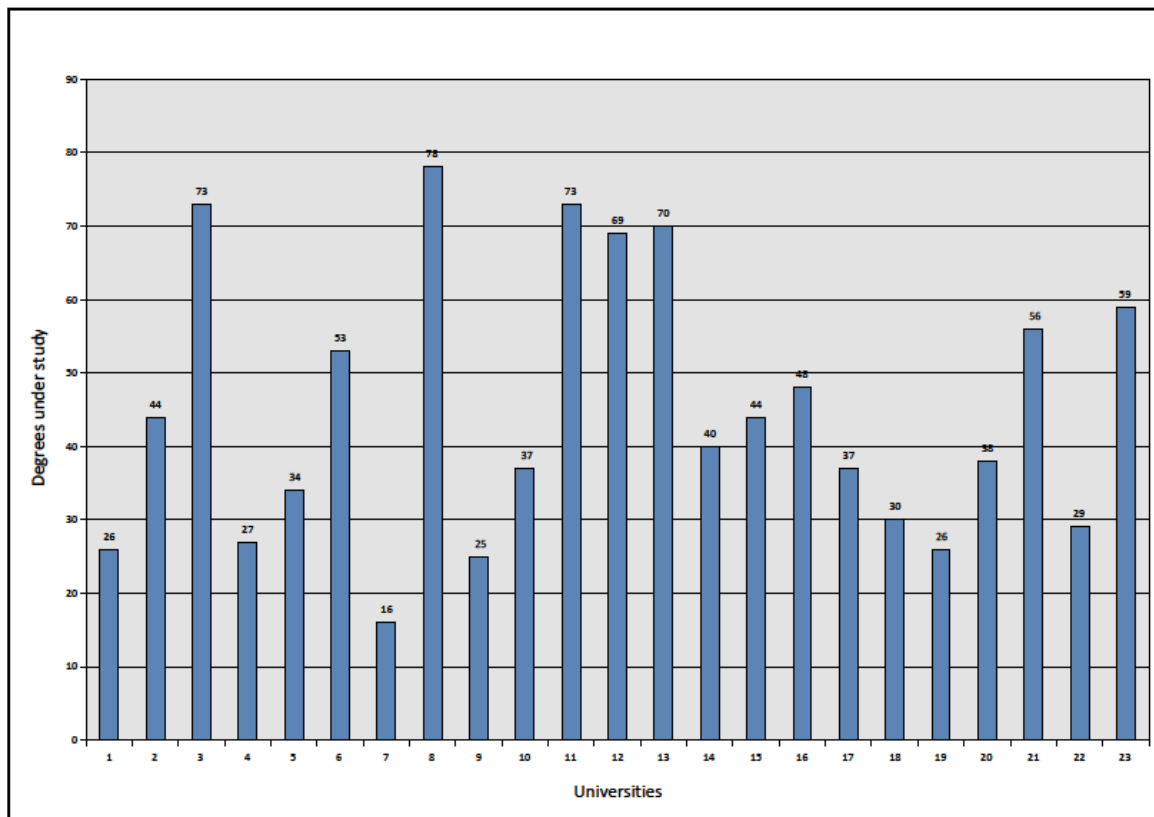
This information is gathered in a database in Access format, designed specifically for this research. The design had into account the characteristics of the information it would conatin and the functions that must be met to proceed further processing of results.

Finally, the universe of study is constituted by 1032 elements, ie, the curricula for the degree courses at 23 universities analyzed.

Before selecting the sample, an identification of the universe of study was undertaken.

The 1032 curricula are distributed among the universities analyzed in the following manner, as shown in graph 4:

Graph 4. Verification reports from the university degrees.



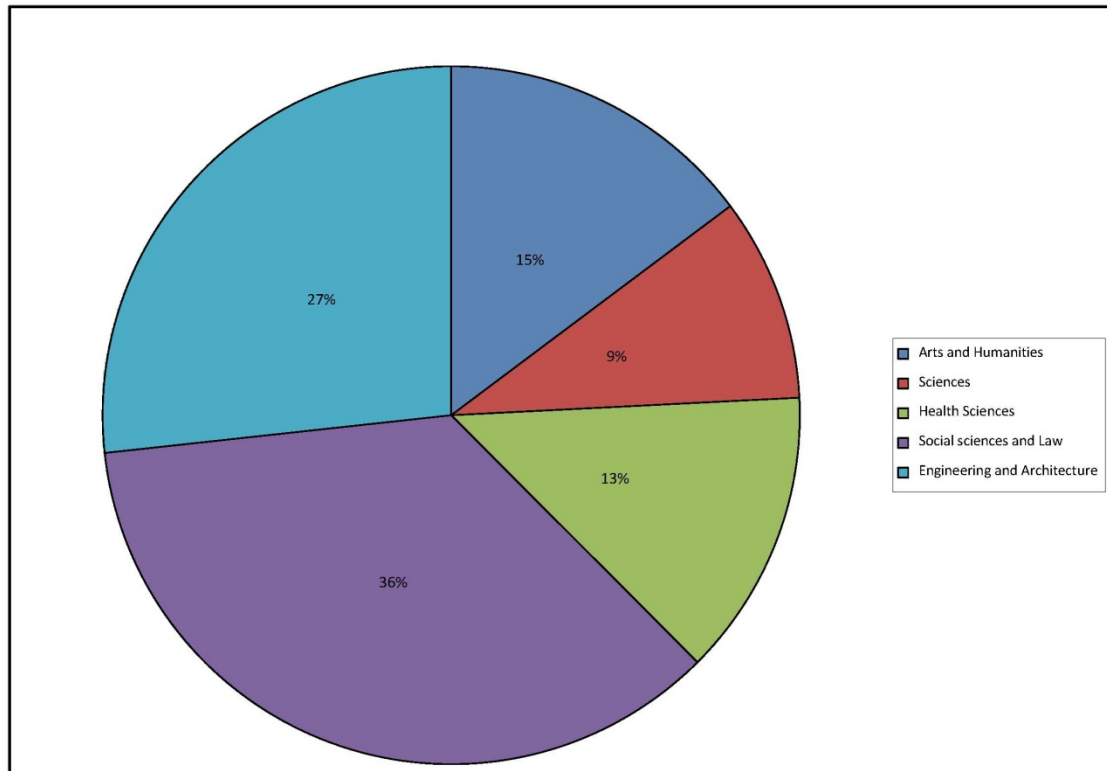
As shown in graph 4, there is an heterogeneous number of verification reports from each university under study; i.e. ranging from 16 reports by the university number 7 to 78 reports from university number 8. The number of universities with a higher number of curricula obtained are 5 out of 23; these universities are number 3, 8, 11, 12 and 13, each providing between 69 and 78 verification reports. In a medium-high range, there are universities 2, 6, 14, 15, 16, 21 and 23, from which there have been obtained a range between 40 and 59 verification reports. In a medium-low range there are the universities number 1, 4, 5, 9, 10, 17, 18, 19, 20, and 22, bringing between 25 and 38 verification reports. Finally, from university number 7 there was available only 16 verification reports.

Three variables are to be taken into account when interpreting the graph and its heterogeneity. First, these universities differ in size and number of degrees offered. Second, there are still degrees in the process of adapting to the EHEA. Third, there are still reports in process of validation and because of that some universities do not display them in their websites.

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Now a different graph is showed according to the branch of knowledge of each curricula; graph 5.

Graph 5. Proportion of the branches of knowledge in the universe of the study.

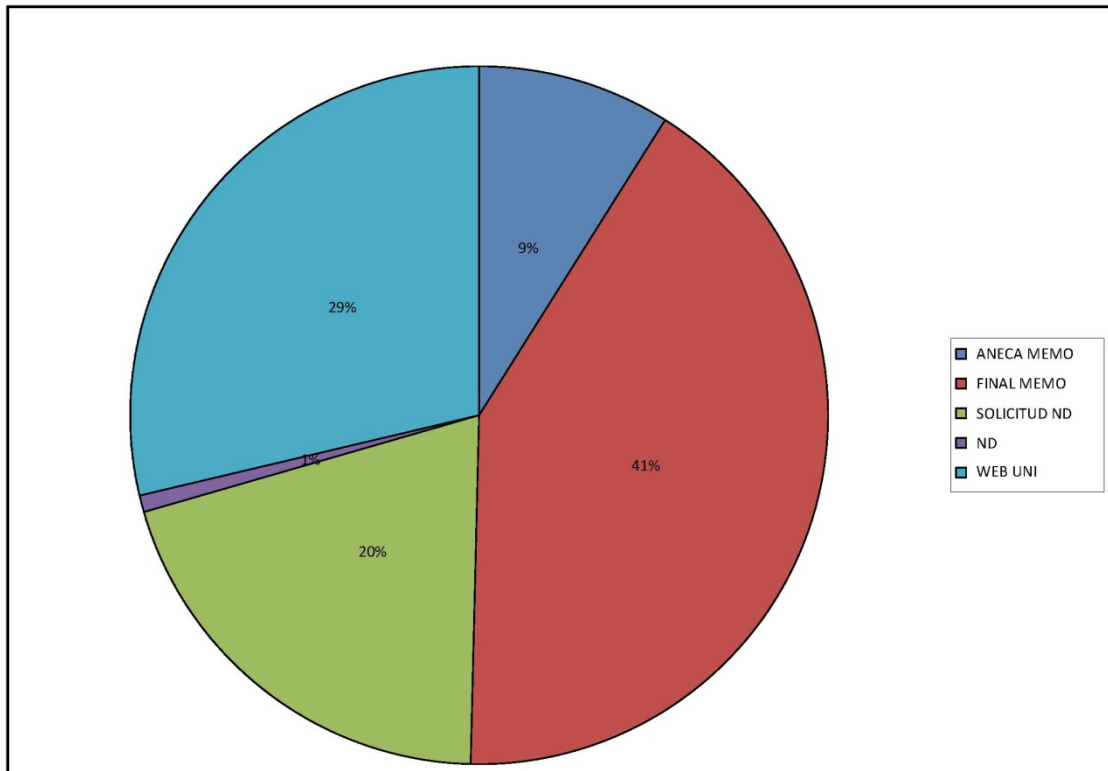


The branch of Law and Social Sciences comprises a greater number of curricula, with 36%, followed by Engineering and Architecture, 27%, and Arts and Humanities, 15%.

It was also considered necessary to know what type of information it had been obtained, shown in graph 6.

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Graph 6. Proportion of the information sources in the universe of the study.



That's how it was checked that the universe of study was made by, in 70% of cases, the file containing the report of the curricula (in its various versions: final report, application report and ANECA). The remaining 29% of cases were made up of partial content from the universities websites and 1% represents the cases in which information could not be found.

Construction of the sample

After knowing the universe of the study, it is selected the sample on the study will be based.

The sample should be representative, and therefore it must emulate the distributions and values of the population's different characteristics. For that reason a stratified sampling is chosen. This procedure determines the stratum that makes up a population object of study to select and to extract the sample. The term stratum refers to any subgroup of units of analysis that differ in characteristics that are to be analyzed in an investigation.

The strata considered in this research are the following:

- The university that offers the title. This issue is representative of the different approaches to guidelines and regulations.

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- The branch of knowledge of each degree: Sciences, Law and Social sciences, Humanities, Engineering and Architecture. This feature is considered representative of the academic activity.
- The campus where the degrees are developed: where the curricula are implemented is a key feature in relation to environments and services.

There have been also taken into account the following factors for the selection of the final sample:

- Availability of the verification report of each degree.
- Favorable evaluation of the report by ANECA.

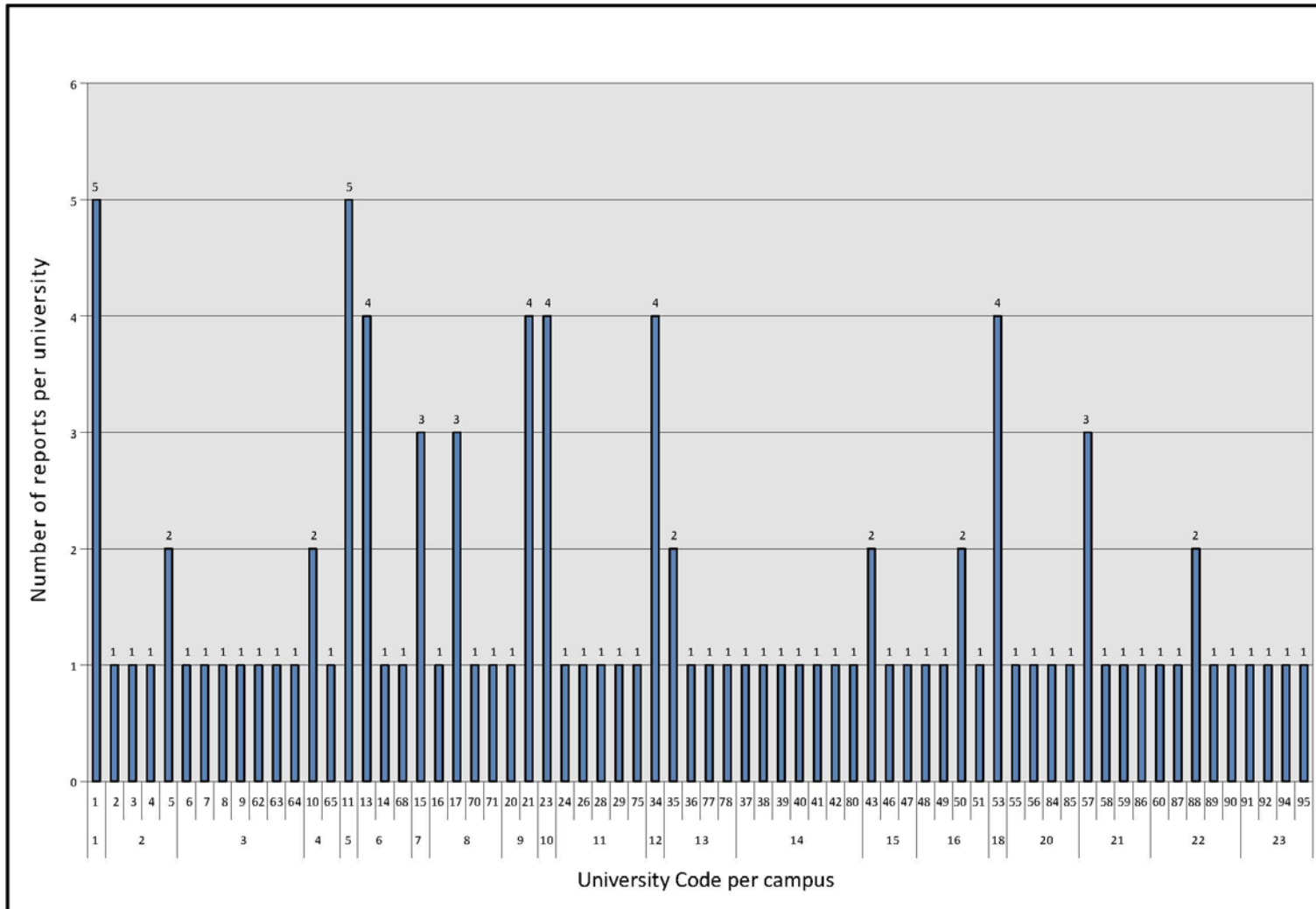
Finally, it is carried out a random sampling of the elements of each of the subgroups respecting the proportion of the size strata within the population concerned.

The sample obtained is made up of 103 curricula (represents the 10% of the population). It should be noted that two universities were excluded from this sample due to the lack of availability of their reports of degree verification. Now is provided a detailed a description of the sample.

First, in graph 7, can be seen the coverage of the campuses involved in the study sample. In that graph the different campus are grouped by universities to which they belong. On the top of each bar there is written the number of curricula evaluated in this research.

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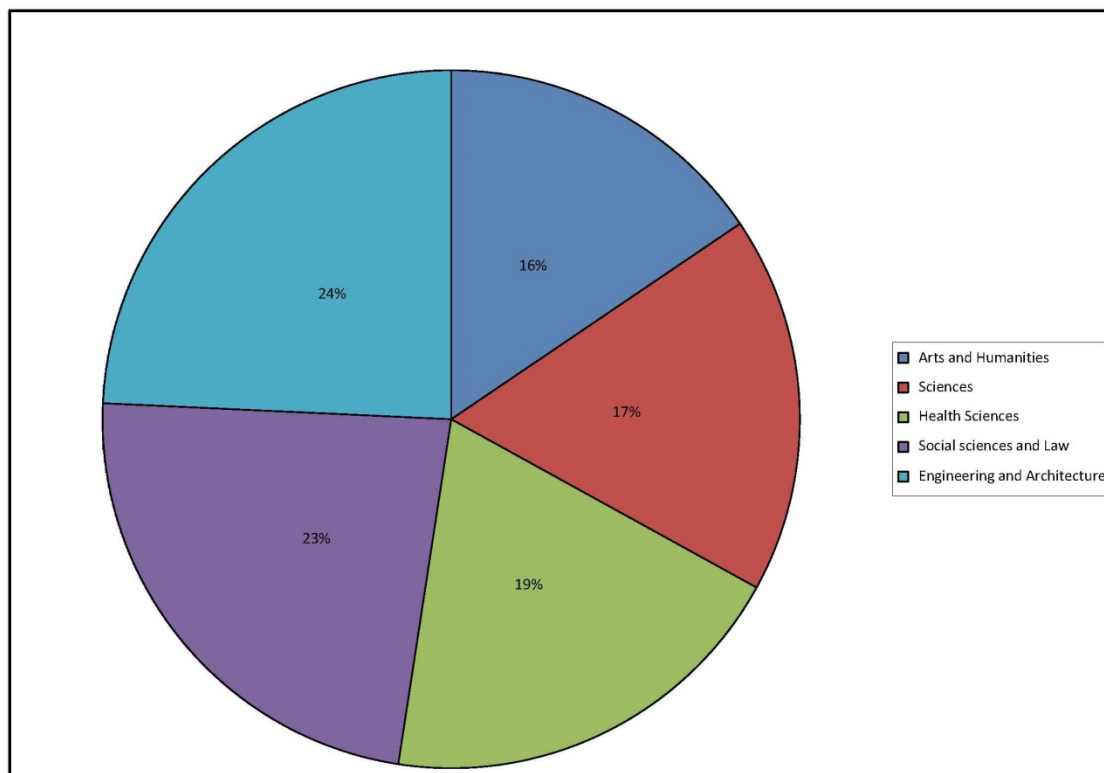
Graph 7. Scope of research per campus.



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In the following graph 8 it is represented the weight each branch of knowledge takes in the sample:

Graph 8. Proportion of the branches of knowledge in the actual sample.



Comparing graph 5 with this graph 8 there can be seen how the proportion of branches are quite similar: Arts and humanities by 16%, Sciences 17%, Health sciences 19%, Law and social sciences 23% and Engineering and architecture 23%. Then, the representativity of the sample regarding the univers of the study is ensured. Clearly, the proportion of the sample is not completely accurate to the proportion of the universo of study as several features were taken into account for the composition of the sample.

In the table below, there is the list of degree courses whose curricula are included in the sample.

Table 9. Curricula from the sample

Aerospace Engineering
Agricultural and Rural Environment
Agricultural Engineering (2)
Arab and Islamic Studies
Architecture (1)
Art History

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Audiovisual Communication
Automation and Industrial Electronics Engineering
Biochemistry and Biomedical Sciences
Biology (2)
Biotechnology
Building Engineering (2)
Business Administration and management (2)
Catalan Studies
Civil Engineering (2)
Classical Languages
Computational Mathematics
Computer Engineering
Conservation and Restoration of Cultural Property
Chemistry (3)
Dentistry
Early Childhood Education
Electrical Engineering (2)
English Studies
Environmental Science (2)
Finance & Accounting (2)
Fine Arts (2)
Geomatics and Surveying Engineering
History and Heritage
Human Nutrition and Dietetics
Humanities
Humanities. Intercultural Studies
Industrial Design Engineering and Product Development
Industrial Electronic Engineering
Industrial Engineering
Industrial Relations and Human Resources (2)
Information and Documentation
Labour Sciences
Law
Marine Science
Mathematics (2)
Mechanical Engineering
Medicine
Mineral Resources Engineering and Underground Works
Modern English Studies
Modern Languages and Literatures - French

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Multimedia Engineering
Naval Architecture (1)
Naval Architecture and Marine Engineering (1)
Nursing (4)
Occupational Therapy
Oenology
Optometry
Pedagogy
Pharmacy
Physics (3)
Physiotherapy (2)
Podiatry (2)
Primary Education
Primary Education
Psychology (3)
Public Works Engineering
Science and Food Technology
Science of Physical Activity and Sport (2)
Social Education
Social Work
Sociology
Spanish Language
Spanish Language and Literature
Speech Therapy
Statistics
Statistics and business
Telecommunications Technology Engineering
Telematics Engineering
Tourism
Tourism Management
Trade (2)
Translation and Interpreting
Veterinary

Data collection procedure

After selecting the 103 curricula from the universities under study, it is proceeded to their analysis by answering the 64 questions from the Protocol for

the EOUA verification. All the data obtained after filling the questionnaire are used in the later analysis of results.

The task of answering the questionnaire involved different members of the research team. They were previously trained in the use of the Protocol as a tool as well as in the assessment criteria of the questionnaire in order to ensure maximum homogeneity of final results. The distribution of the curricula among the research team was made taking into account each person's background to match it with the curricula thematic areas. The aim was to give a greater view and understanding of the curriculum to be evaluated.

There were established some guidelines to proceed the fulfillment of the questionnaire:

- Only the information written in the curriculum is evaluated (i.e. external references to websites were not consulted).
- It should be copied the textual reference of the curriculum that justifies the answer to each question in the questionnaire.
- The remarks cells have to be used to state any issue related to the evaluation of each question by the evaluator.
- In case an answer falls within the document in a different section that lies the question, it must also be answered.

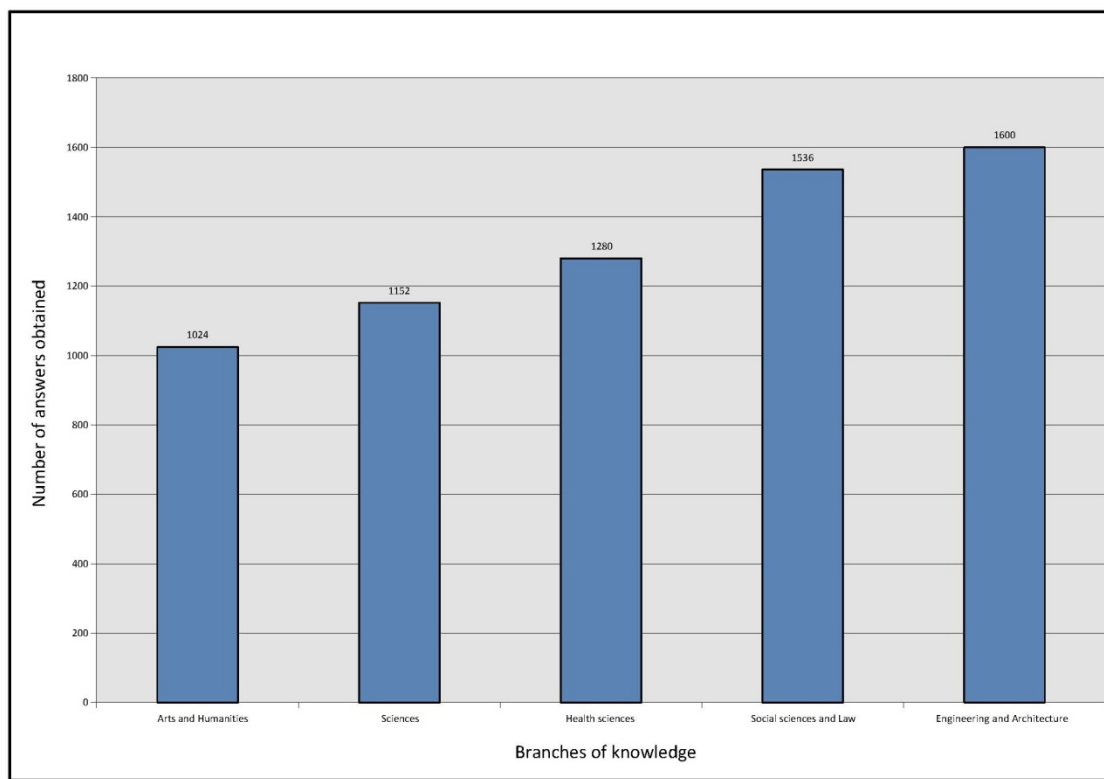
After finishing the task of filling in the Protocol for the EOUA verification by analyzing all selected curricula, results were reviewed to check their consistency and to detect possible mistakes by the research team. After this process, there were detected 4 universities with great divergence between the results of their qualifications; the review of the curricula was carried out to detect whether the discrepancy was due to the actual wording of the curricula or to the inaccuracy of the evaluator. It was revealed that the disparity was due to the curricula and not the evaluation.

Following to this review, the resulting marks from each questionnaire were introduced in an Access database for further analysis. In order to know the quantitative extent of data collection, these amount to a total of 6592 responses, coming from the 64 questions applied to the 103 evaluated memories.

In the following graph 9, it is showed the scope of the answers according to the branch of knowledge to which each memory belongs to.

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Graph 9. Total number of answers per branch of knowledge.

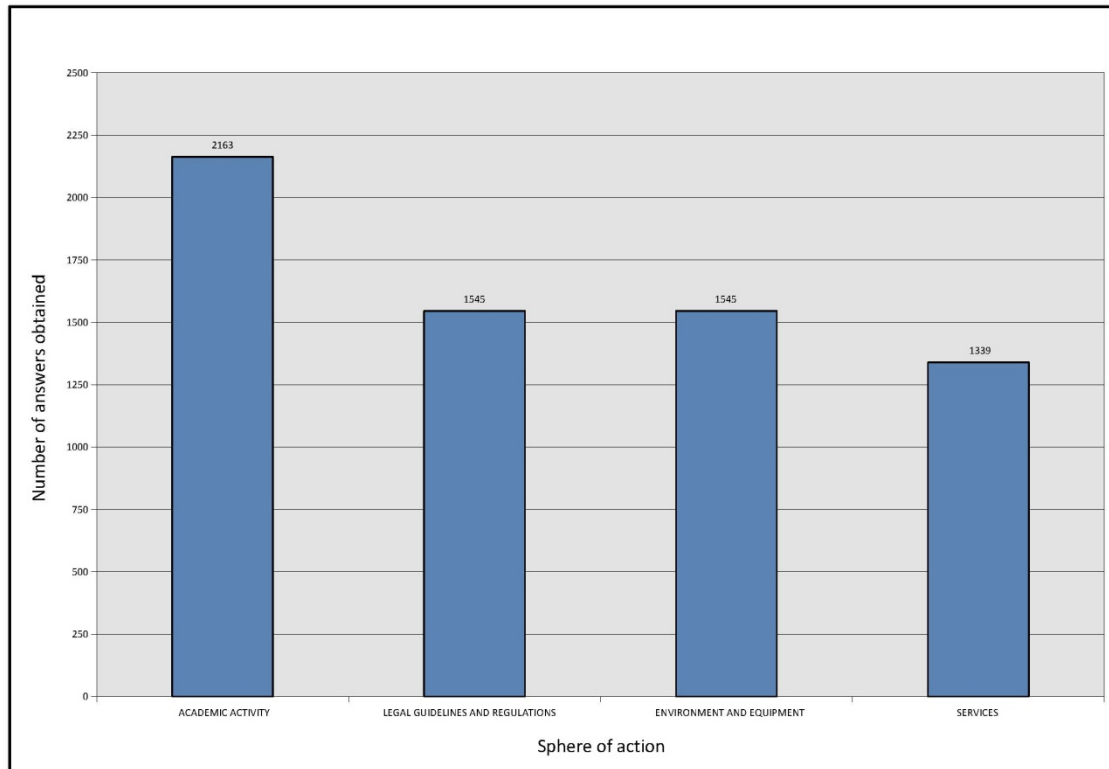


By comparing the number of responses per branch of knowledge, there is a difference in amount between about 100 to 600 questions. The branch of Arts and humanities has obtained a total of 1004 responses, the branch of Science 1152 responses, the branch of Health sciences 1280 responses, the branch of Law and social sciences 1536 responses and Engineering and architecture 1600 response, being the branch with the most number of responses.

The number of responses can also be analysed according to the sphere of activity: academic activity, guidelines and regulations, environment and equipment, and services, as is it showed in graph 10.

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Graph 10. Total number of answers per sphere of action.



Based on the approach of the responses obtained in the spheres of action, it can be observed that in the sphere of Academic activity is where there are a greater number of answers with a total of 2163 responses. The spheres of guidelines and regulations, and environment and services get the same amount of responses each, 1545. Both differ in a number of 600 answers in comparison to the sphere of Academic activity. Finally, services is the sphere that get fewer amount of answers compared with the other three spheres, with a total number of 1339 responses.



ANALYSIS OF RESULTS

ANALYSIS OF RESULTS

Classification of the implementation level of the EOUA in the curricula

The results analyzed intend to test the validity to the hypothesis of the study. In order to analyze the data and show the results in a clearly way, it has been used the same rating system established in the previous UDO studies. This way, values from highest to lowest accessibility is expressed through colour gradation, from green to red, passing through yellow and orange as intermediate gradation. These colours correspond also to the A, B, C or D qualification, defined as shown in the table below. This classification allows categorizing the levels for equal of opportunities and accessibility present in the curricula.

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Table 10. Classification of the equal opportunity and accessibility rating.

A	<p>EOUA principles are implemented in the curriculum. Although they can be considered optimizations and improvements, it is considered that the curriculum achieves excellence in terms of EOUA.</p> <p>Information about accessibility is included in the plan and it is exhaustive.</p> <p>The degree will develop competence in terms of equal opportunities and universal accessibility with exhaustive content.</p>
B	<p>EOUA principles are implemented in the curricula. Despite that, there are still some areas to be improved.</p> <p>Information about accessibility is included in the plan, although there are some non relevant shortcomings.</p> <p>The degree develops competences in terms of equal opportunities and universal accessibility. However, the content could be more explicit.</p>
C	<p>EOUA principles are partially implemented in the curricula.</p> <p>The information about accessibility is partially included in the plan or it is mentioned with important shortcomings.</p> <p>The degree develops competences in terms of equal opportunities and universal accessibility being excessively broad and unspecific.</p>
D	<p>EOUA principles are not properly implemented in the curriculum.</p> <p>Information about accessibility is not included in the plan or it is made explicit the lack of it.</p> <p>The degree does not develop competences in terms of equal opportunities and the universal accessibility.</p>

This classification is considered a valid criterion for an easy and quick understanding of the values analyzed. With this, the intention is to be a stimulus for the organizations in their efforts to achieve not only an optimum quality (B) but also an excellent one (A), going also beyond the parameters established in the regulations.

Taking into account the characteristics explained in the methodology, in the next paragraphs it is shown the results obtained in the research. It is intended to identify the tendencies rather than the describing the specific realities.

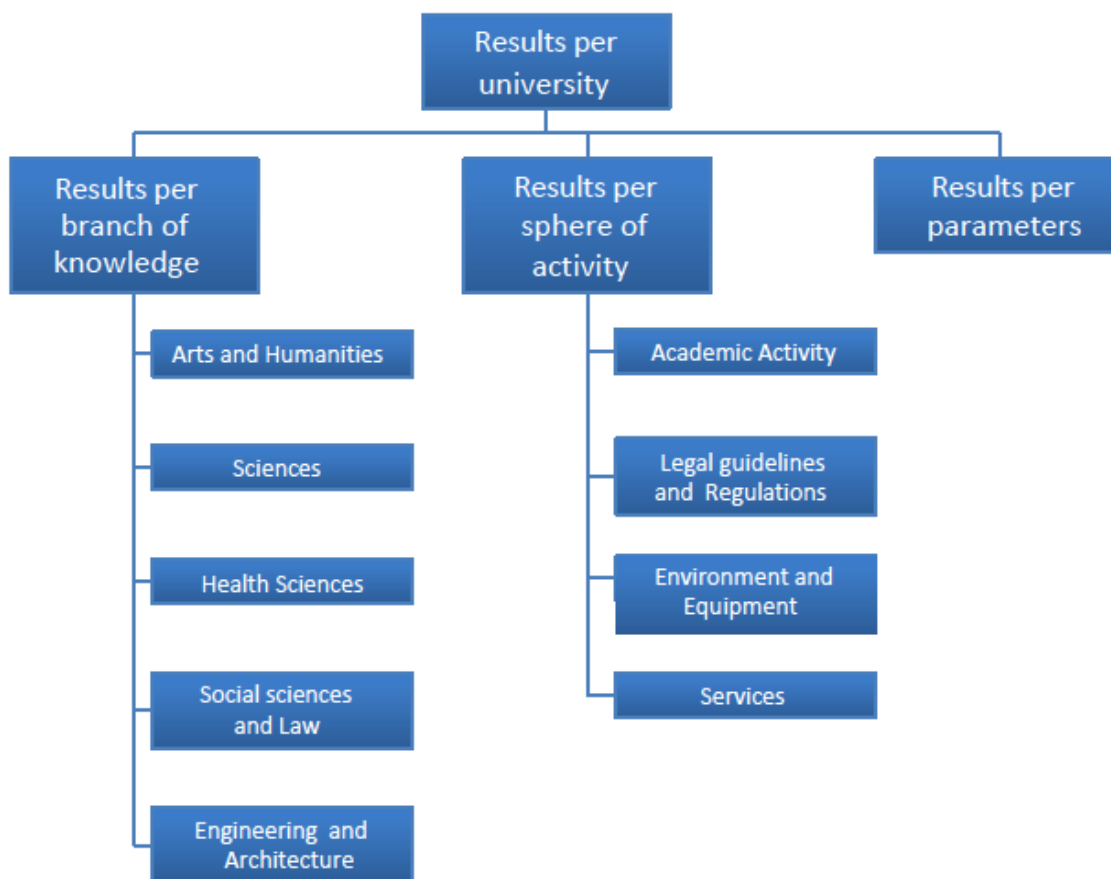
The information is then presented in an aggregated form to obtain an overall picture of the situation, being closer to identifying trends rather than

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individual facts. This provides standard conclusions, from which there can be drawn proposals for the improvement of the general application.

As for the structure of the analysis, the information is going to be exposed from more general to more specific, as shown in the diagram from Figure 2.

Figure 2. Structure of the analysis.



On the first level, there are the results per university, obtained from the analysis of the curricula.

This view permits an evaluation of the implementation stage of the EOUA parameters from the selected universities. This evaluation is made by using the A-D classification according to the colour language explained at the beginning of this document.

The second and third levels show the same EOUA parameters from different perspectives. That is, the curricula results per branch of knowledge, per sphere

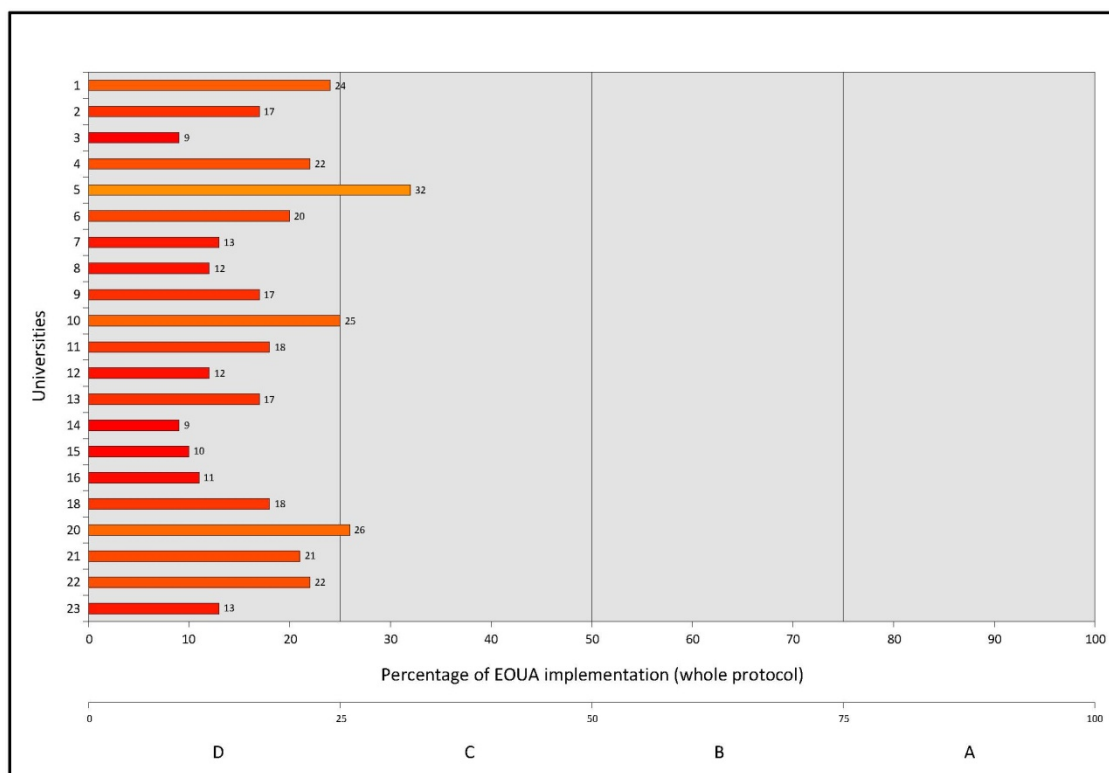
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of activity of the university, which the parameter EOUA refers to, and per specific parameters.

Results per university and comparison of trends

The results per university on the level of implementation of the EOUA parameters in the analysed universities are shown in graph 11. This analysis includes all the answers on the specific EOUA questions established in the questionnaire by the research team.

Graph 11. Percentage of implementation of EOUA principles in the universities.-view A.



As observed in view A, the EOUA parameters have a low implementation. Only 3 universities (14.2%) keep to category C and the rest of the universities (85.7) are placed in category D.

Thus, most of the universities do not have properly implemented the EOUA principles. The information on accessibility is not yet included in the plan or it is clearly stated its inexistence. More over, the degree does not develop competences in terms of equal opportunities and universal accessibility.

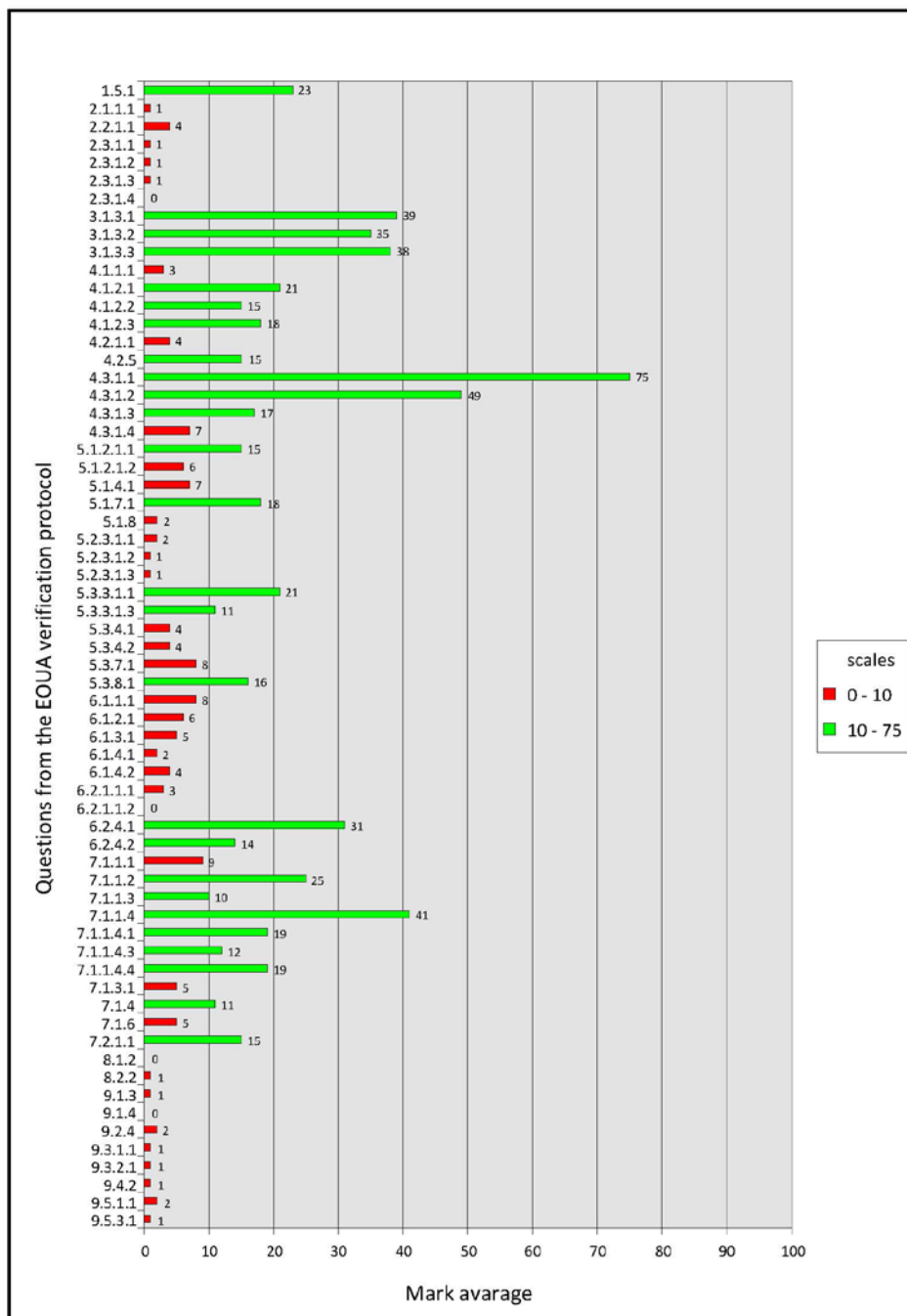
However, this result should not lead to discouragement as this view is the most demanding in terms of the possibility of the highest implementation; in other words, the excellence in the university on terms of accessibility is achieved by positively answering all the UA specific questions from the questionnaire. It must be also pointed out that the information from the documents analyzed were designed to give answer to the *Protocol for the evaluation of the verification of the official university degrees (degree and master) by ANECA, and not the actual protocol made in this study.*

Following the same line of thoughts, a second analysis was carried out to detect which questions systematically received a low mark in all the curricula, independently to the question's priority. Then, the questions whose answers had an average lower to 10, in a [0-100] scale, were grouped. By discarding those questions with lower impact, it is obtained a new scene closer to the universities' reality.

In graph 12 the red bars show the questions which do not exceed the average mark of 10 (in a [0-100] scale) in contrast to the green bars which pass that mark. It can be noticed the key points the universities invest their efforts in achieving an appropriate accessibility. These belong to the priority questions the universities focus on.

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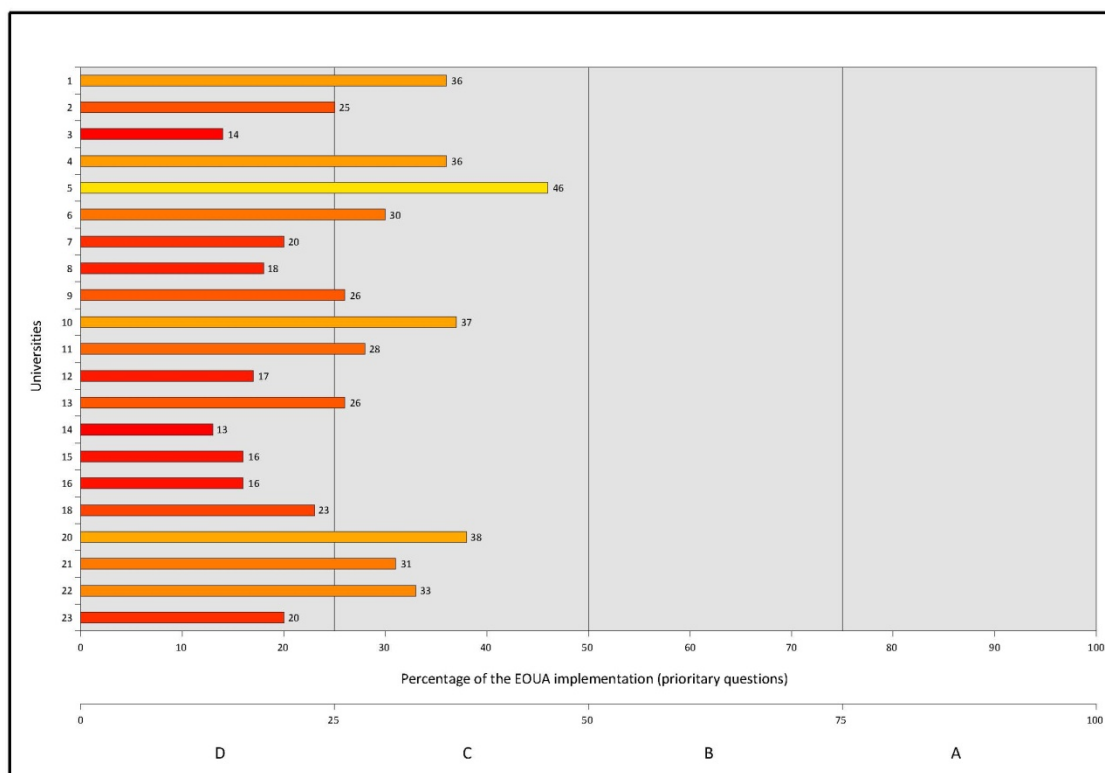
Graph 12. Analysis of the evaluation of the EOUA questions.



Now, going back to the general results on the level of implementation of the EOUA parameters per university, by leaving out those questions from the questionnaire whose answers have always got the lowest mark and then analysing the fundamental information, it can be observed that the pattern is quite similar and the results improve significantly, as shown in view B from graph 13.

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Graph 13. Implementation percentage of EOUA principles in the universities-view B.

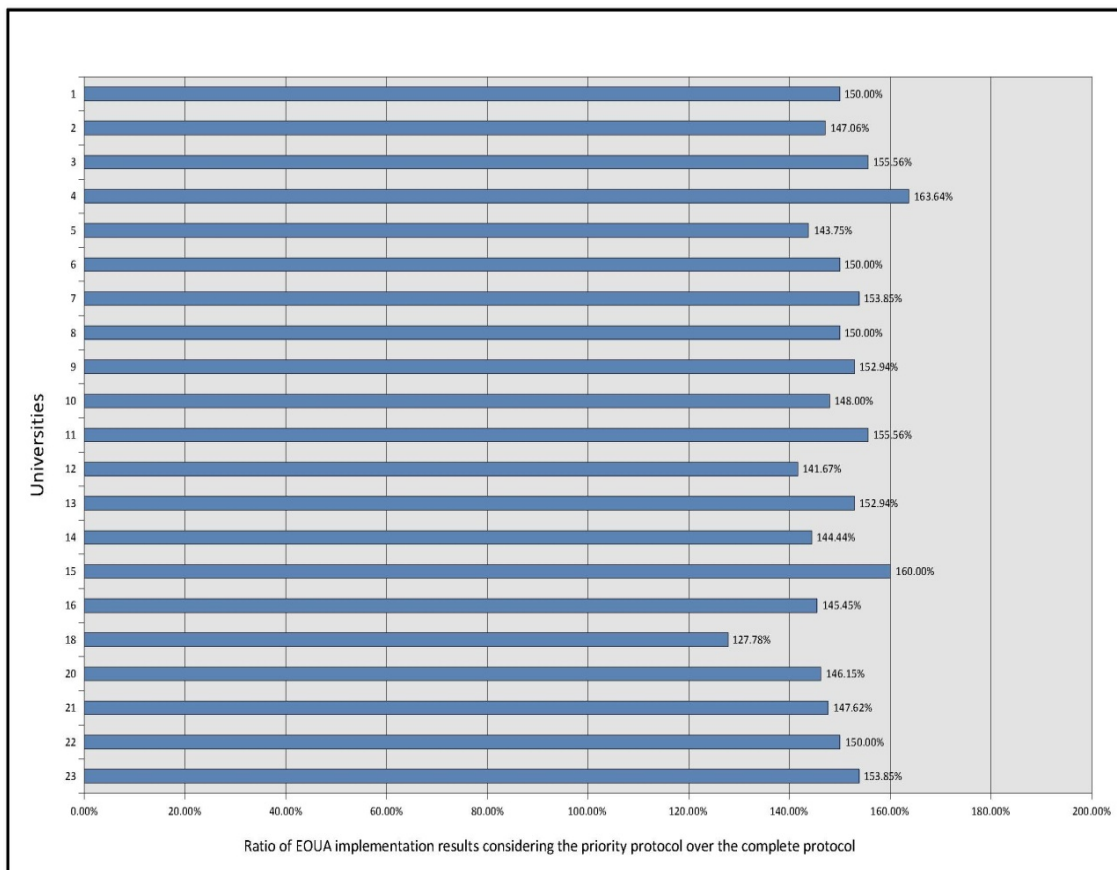


This way, considering a review of the protocol by having into account the priority questions, half the universities can be set in category C, reflecting the present implementation level of EOUA principles. This category stands for a partial implementation of EOUA principles in the curricula; a partial inclusion of accessibility information in the plan or it is mentioned with important shortcomings; in the curriculum, competences in terms of equal opportunities and universal accessibility are mentioned in an excessively broad and imprecise way. The situation is still better in terms of accessibility but it should positively emphasize its existence.

With the aim of checking if the fact of leaving out the questions with lower mark could affect the analysis criteria, it is made the following graph 14. In there, it can be seen the link between the obtained results with the two previous criteria.

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Graph 14. Evaluation of the analysis criterion.



In graph 14, it can be observed a homogeneous connection between both criteria, appearing this way a rather uniform pattern in which the assessment of the implementation improves by about a 50% in all the universities. Therefore, the removal of low marks does not conceptually alter the analysis of the research as it only introduces a constant in the system.

Consequently, the study per branch of knowledge and sphere of activity will be carried out based on the data shown in view B from graph 13.

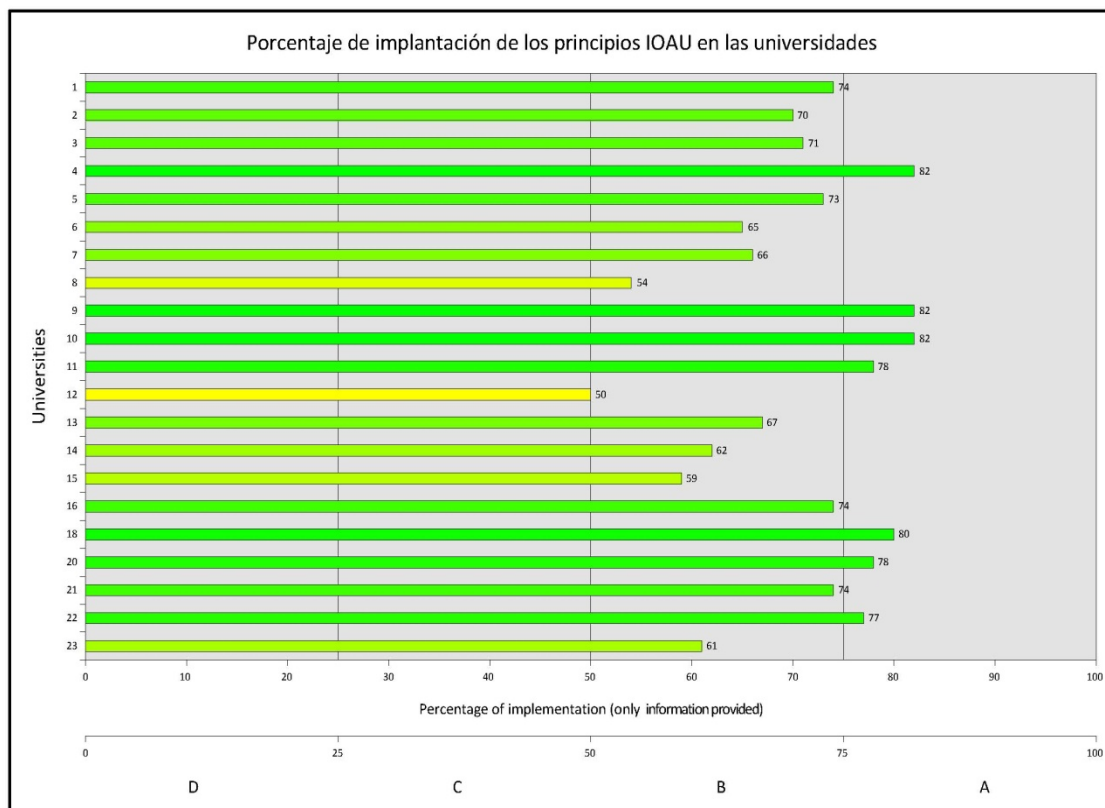
As part of the overall analysis, the research team believes necessary to consider the third rating criterion to contrast the results tendencies. This criterion includes a new factor not yet considered: assessing a document written to give answer to the questions in the *Protocol for the evaluation of the verification of the official degrees in the university (degree and master) by ANECA*, and not the specific EO questions.

Thus, it is believed necessary to offer a view C to the result of the analysis by having into account only the information each university brings. In this case, all

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questions whose answer is 'non-existent' are left out. This way, graph 15 shows each university's level of implementation of EOUA.

Graph 15. Percentage of implementation of EOUA principles in the universities-view C.



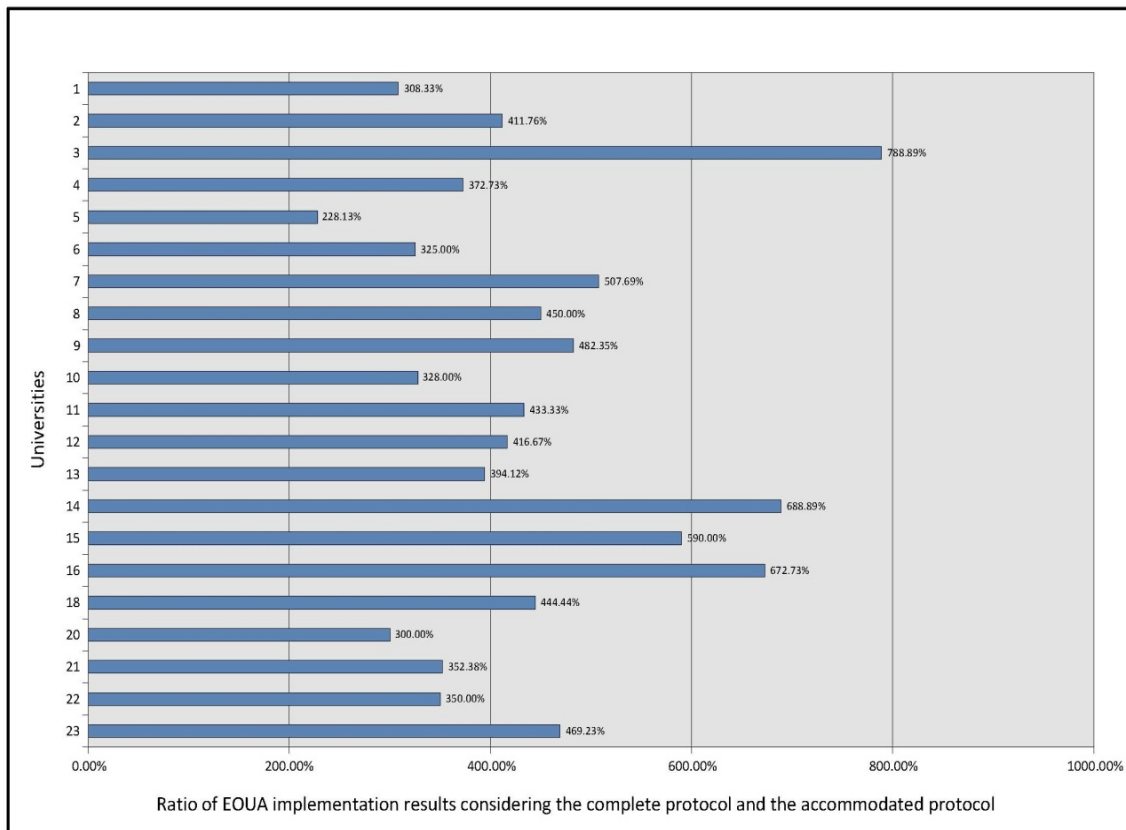
As seen in view C from graph 15, the results are much more positive. First, all the universities are above category C. In fact, all universities are set between categories A (33%) and B (62%).

As a conclusion, the view each university has regarding their own EOUA implementation is quite optimistic. On the other hand, the results as shown in the previous graph 11, on the implementation of the EOUA principles, is less optimistic.

Considering that the real situation is probably a middle ground, it is made necessary to check the coherence between both results. For this, it is made a test reflected in graph 16. Similarly to the analysis shown in graph 14, graph 16 shows a correlation between this new approach and the one initially proposed.

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Graph 16. Evaluation of the analysis criterion.



In graph 16, we can see significant differences. While university 5 shows a coherence (considering that the information it brings is in line with what is considered principal), university 3, despite the fact that it brings a lot of information, this is not considered relevant.

Considering then that the second criterion is the one that gives a closer view to reality, the research is going to focus taking into account the priority questions for the university community.

By contrasting the graphs which compare the three views (view B and C in relation to A), it can be observed two main tendencies in the results: whereas some universities maintain a relative position in relation to both comparisons, others evolve very unevenly. It can be considered that the first ones show coherence between the key parameters postulated in this study and their conception of equal opportunities, whereas the second ones establish and/or prioritize different criteria to the proposed ones.

This reflection is important due to the repercussions it may have in the actions for improving the quality in the implementation of equal opportunities to each case. While the first group of universities may achieve a sensible improvement

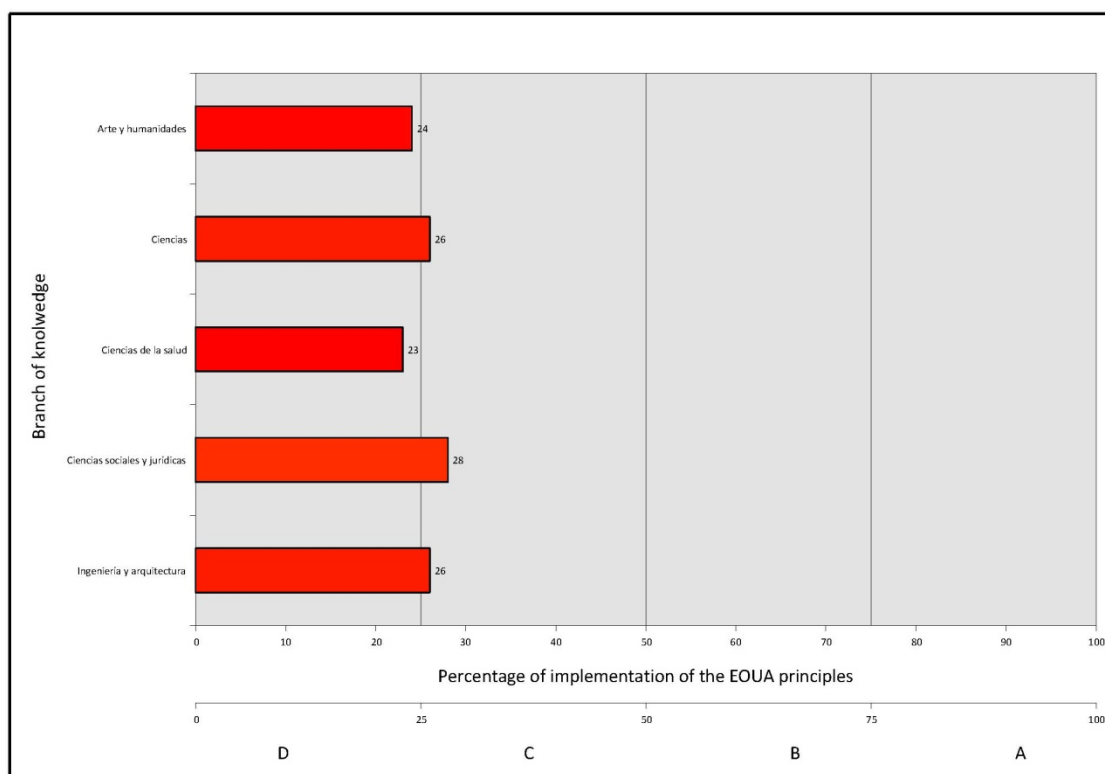
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in the evaluation with very little efforts, the second group would need to make greater efforts. This is due to the fact that there are important conceptual differences in the conception of equal opportunities which will require many courses of action.

Results per branch of knowledge

The branch of knowledge of the analyzed curricula do not seem to be decisive for a greater or lesser implementation of the EOUA parameters in these universities.

Graph 17. Implementation of EOUA principles according to the branch of knowledge.



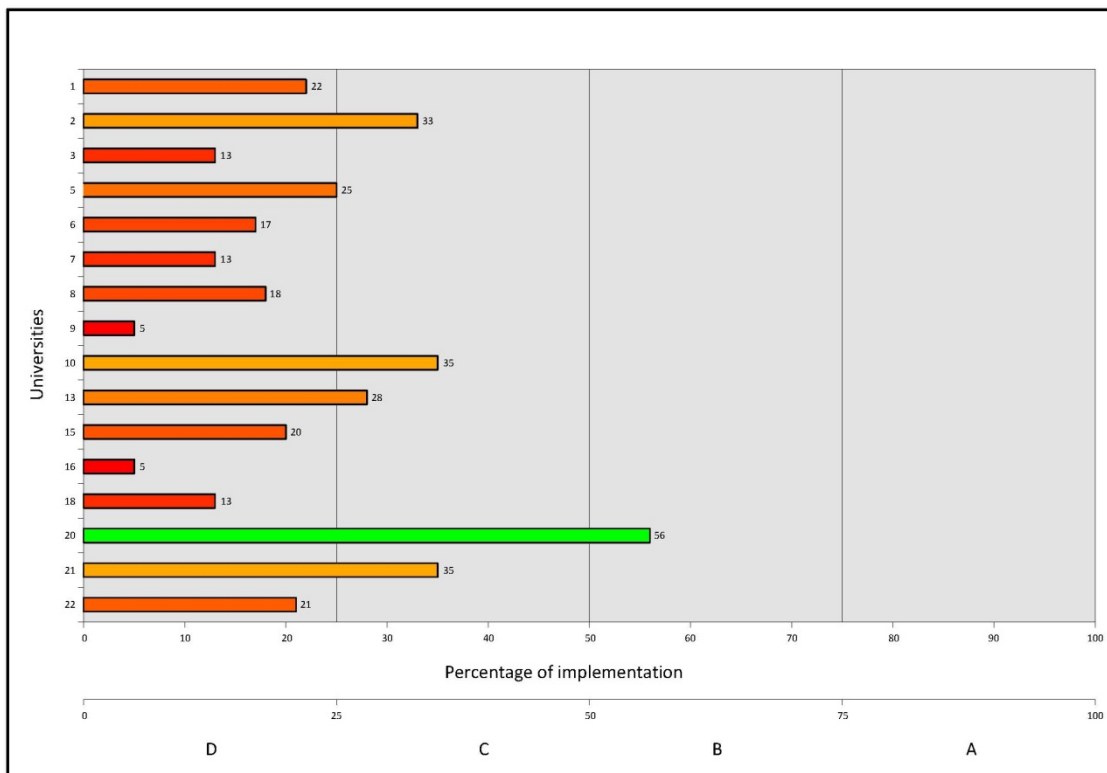
As observed in graph 17, three out of the five branches of knowledge achieve category C in the implementation of the EOUA parameters. The best rated is Social Sciences and Law, followed by Engineering and architecture, and Sciences. The latter positions are for Health sciences, and Art and Humanities.

These global data are detailed in a series of graphs set out further below. Each graph corresponds to a branch of knowledge as the data is organized according to the branch of knowledge each degree belongs to.

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In the Arts and humanities branch, there have been analysed 16 curricula coming from 16 different universities. As seen in graph 18, the implementation degree varies according to the university.

Graph 18. Percentage of implementation of EOUA principles in the curricula of Arts and Humanities.

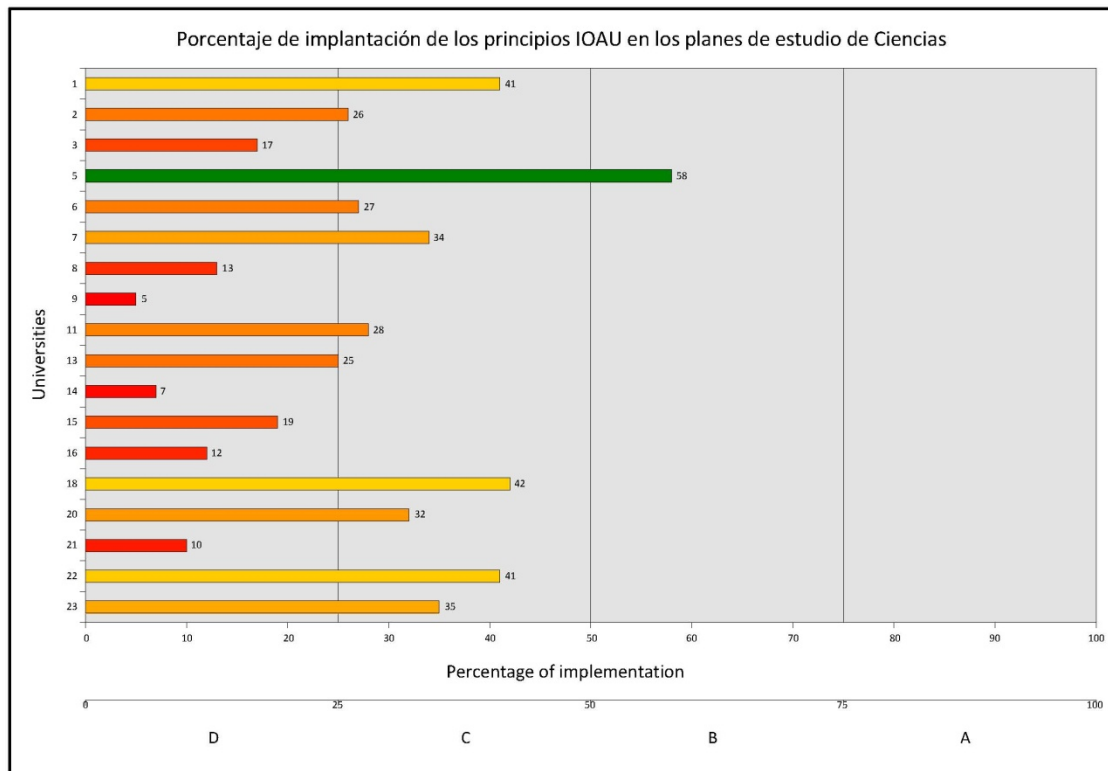


There is just one university set in category C with 56% implementation degree. In category C there are 5 universities, summing a 31% of the universities. The resting universities are set in Category D, 52% of the universities.

From the branch of Sciences there have been studied 18 memories coming from 18 different universities, As observed in graph 19, the implementation degree of this branch also varies depending on the university.

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Graph 19. Percentage of implementation of EOUA principles in the curricula of Sciences.

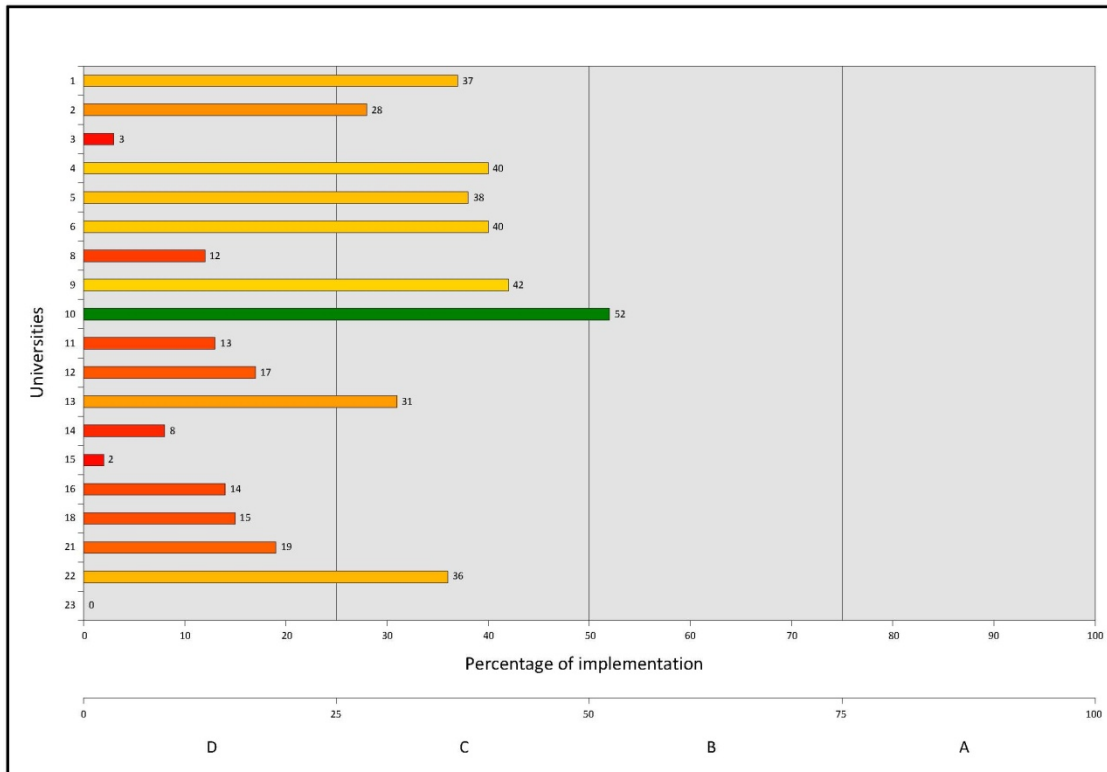


In the case of graph 19, university 5 stands out by achieving category B. This represents a 5.5% out of the total. In category C there are 10 universities, which represent 56% of them. Finally in category D there are the rest of the universities, the remaining 44.4%.

The branch of Health sciences comprises a total of 19 curricula from 19 different universities. Similar to the previous cases, it can be seen a variability in the implementation degree depending on the university.

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Graph 20. Percentage of implementation of EOUA principles in the Health sciences curricula.

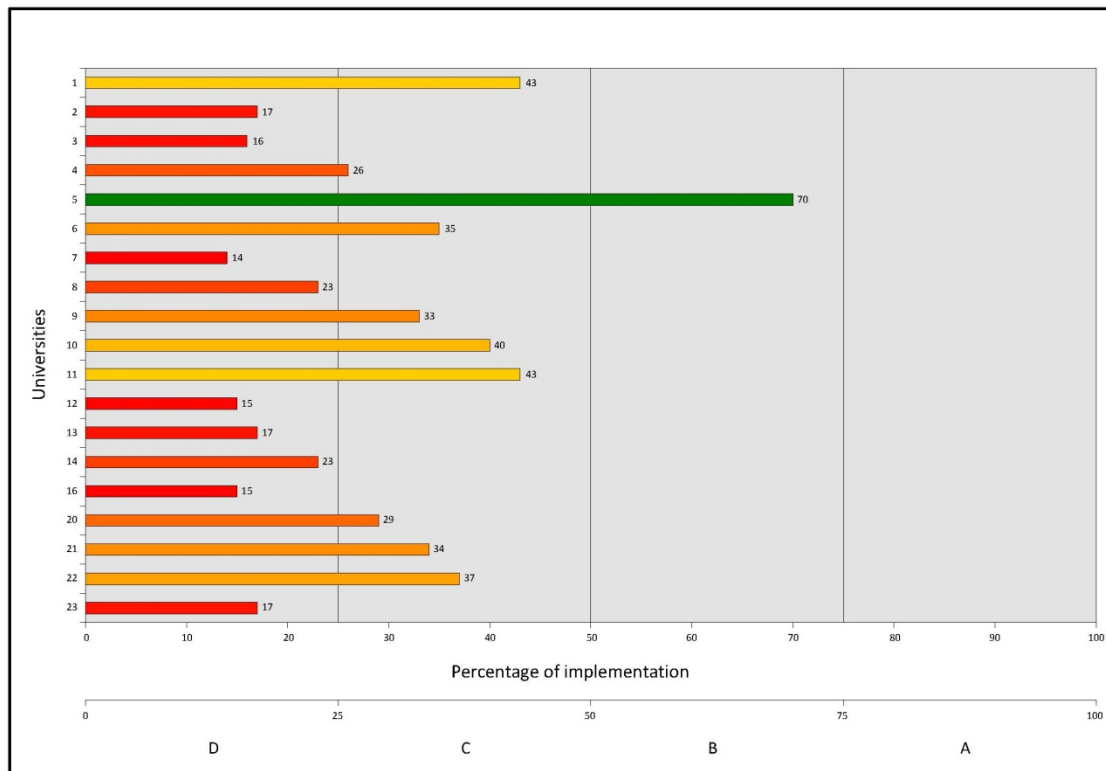


Graph 20 has only one university that stands out by setting in category B, university 10. It represents a 5% of the overall number of universities. In category C there are 8 universities, a 42%. Finally, in category D there are the rest of the universities, the remaining 53%.

From the branch of Social sciences and Law, there have been analysed a total of 24 curricula from 19 different universities. This is represented in graph 21.

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Graph 21. Percentage of implementation of the EOUA principles in the curricula from Social sciences and Law.



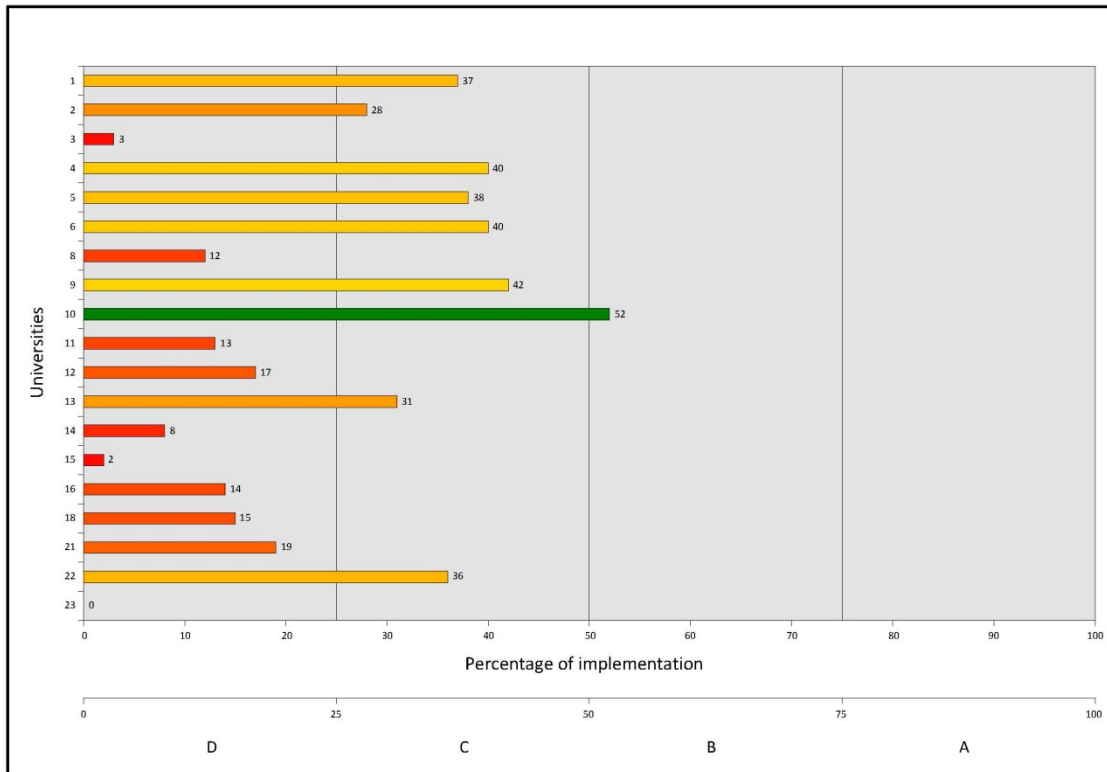
Still, in this graph 21, university number 5 stands out from the rest, being set in category B. As seen in this case, it shows a greater implementation of the parameters since it reaches a highest range.

Category C and D are equivalent in weight, containing each 9 universities and representing both a 47.3 % each.

Finally, from Engineering and Architecture branch, it is detailed the situation of 25 curricula analyzed coming from 20 different universities.

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Graph 22. Percentage of implementation of EOUA principles in Engineering and Architecture curricula.



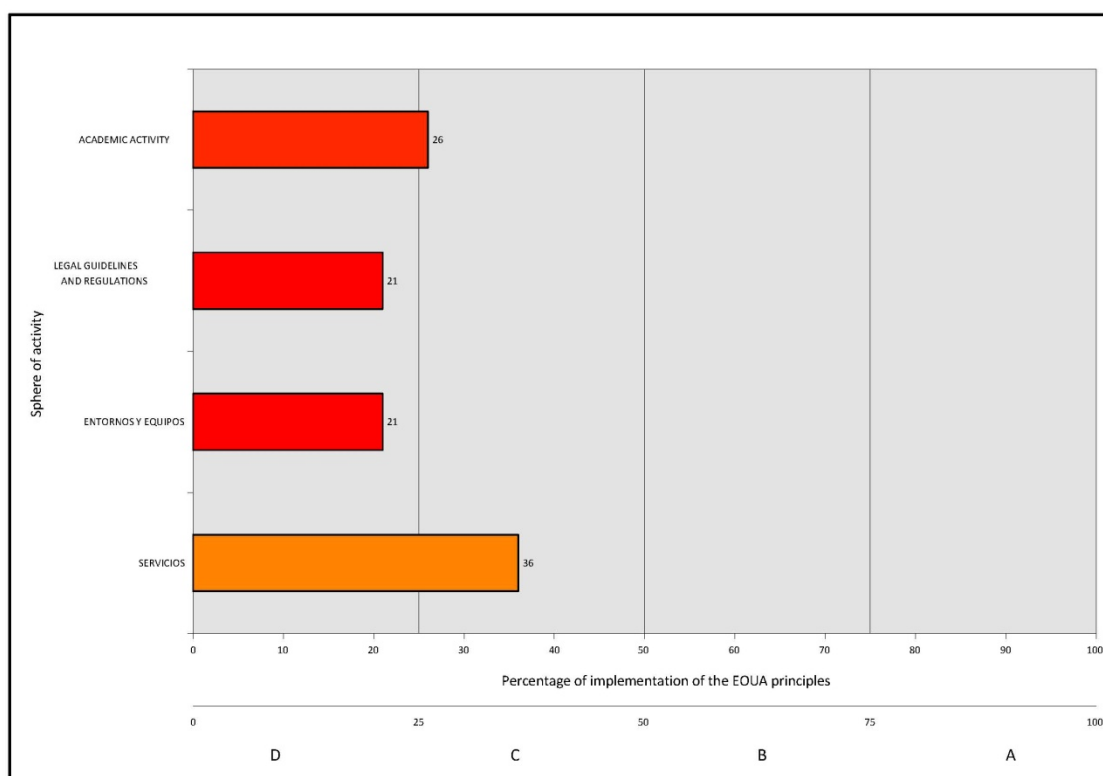
Following a similar pattern, there is one university which stands out from the rest by setting in category B. This is university 21, representing 5.2% of the whole. In category C there are 10 universities, a 52.6%. The rest of the universities, 42% are set in category D.

After this first analysis, it is clear that one same university does not get the same mark depending on the branch of knowledge. Differences can be seen although the degrees under studies belong to the same university. This is because each campus in a university can have very different features in every sphere of activity.

Results by sphere of activity

In the chapter on methodology there have been defined the University spheres of action, where the implementation of the EOUA parameters have influence. The analysis offered next detects which spheres are currently concentrating efforts.

Graph 23. Implementation of EOUA principles according to the sphere of activity.



In graph 23 can be easily seen that services related to equal opportunities and universal accessibility belong to the most developed sphere, being it set in category C. It is a sphere which has evolved more in the last few decades. This is mainly related to the existence and consolidation of services aimed at disability.

Secondly, there are the efforts centred in the academic activity. This is basically related to the teaching organization and implementation. This sphere is set in the lower range of category C. It denotes that the presence of the teachings on EOUA must be improved in the curricula.

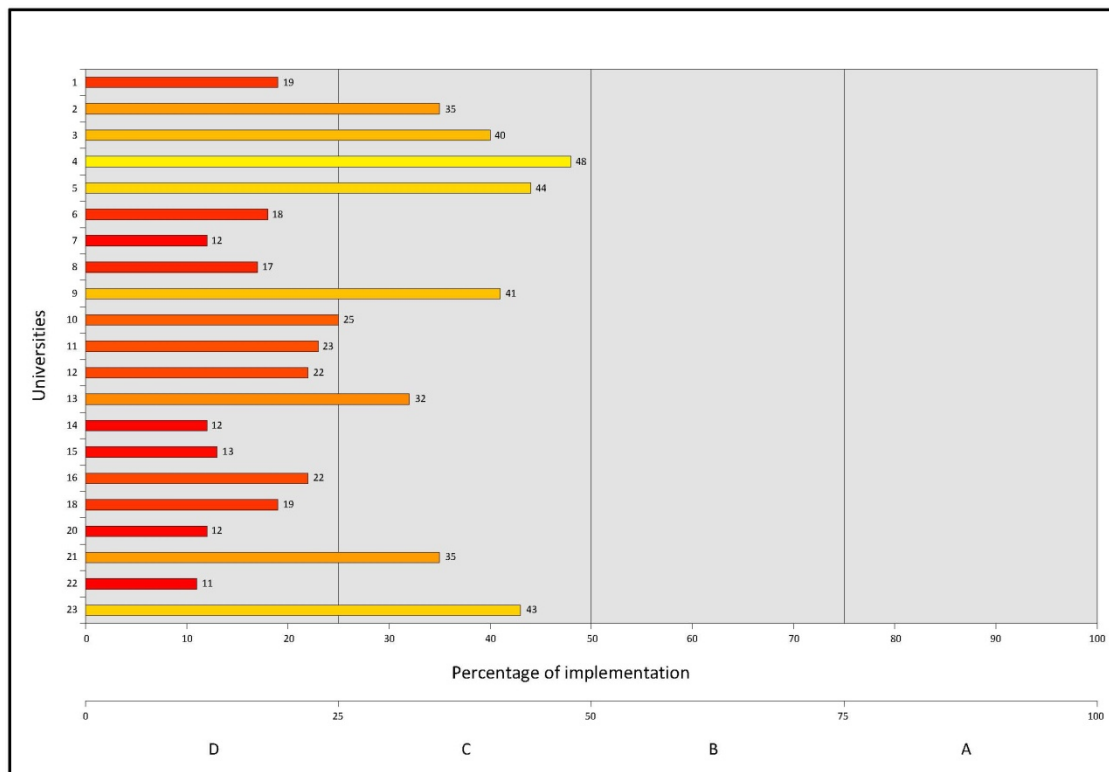
Lastly, within category D there are set the sphere of legal guidelines and regulations together with the sphere of environment and equipment. Most of

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the analyzed curricula do not contain enough information about these spheres or simply it is not included in the documents. This leads to the conclusion that policies and regulations on EOQA have not been developed or that the university equipment and facilities are not accessible.

In the following graphs it is represented the results of each sphere broken down per university.

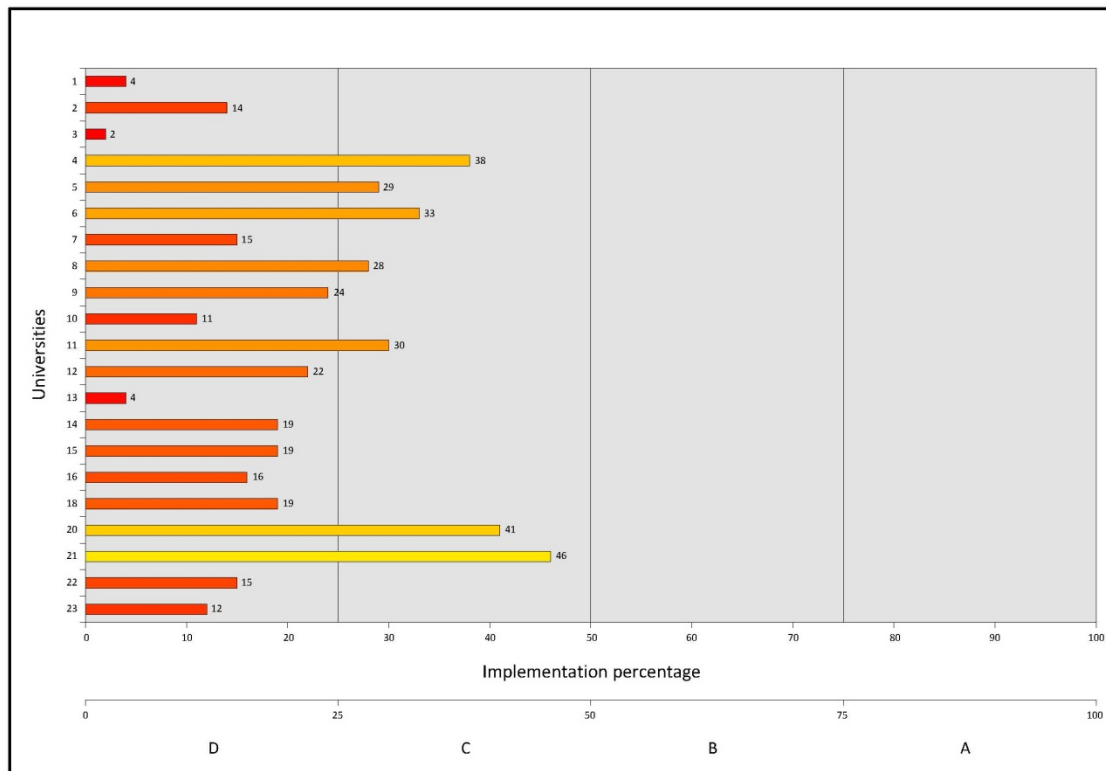
Graph 24. Percentage of implementation of EOQA principles in the Academic activity.



As seen in graph 24, the implementation of the EOQA parameters in the Academic activity is rather low in the curricula analysed. In category D there are set 62% of the curricula and in category C the resting 38%.

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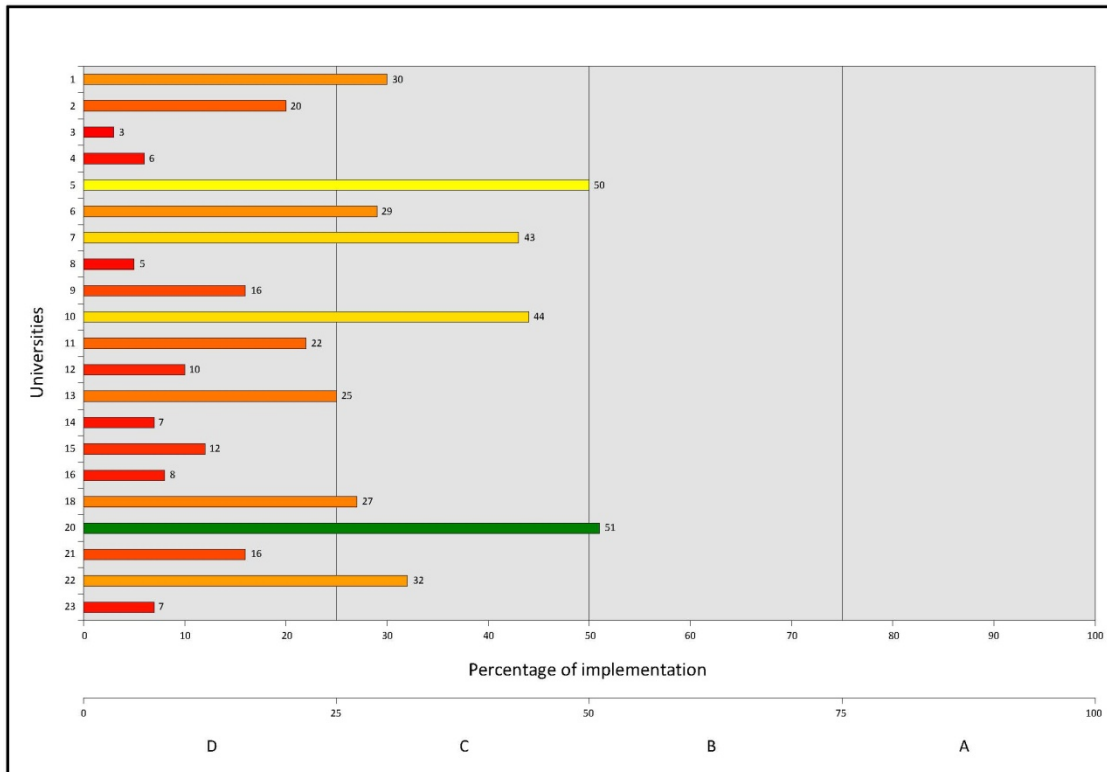
Graph 25. Percentage of implementation of EOUA principles in the Legal guidelines and regulations.



The above graph 25, on the implementation of guidelines and regulations on the EOUA, shows also a low incidence. 33.3% of the universities are set in category C and the resting 66.6% are in a lower range from category D.

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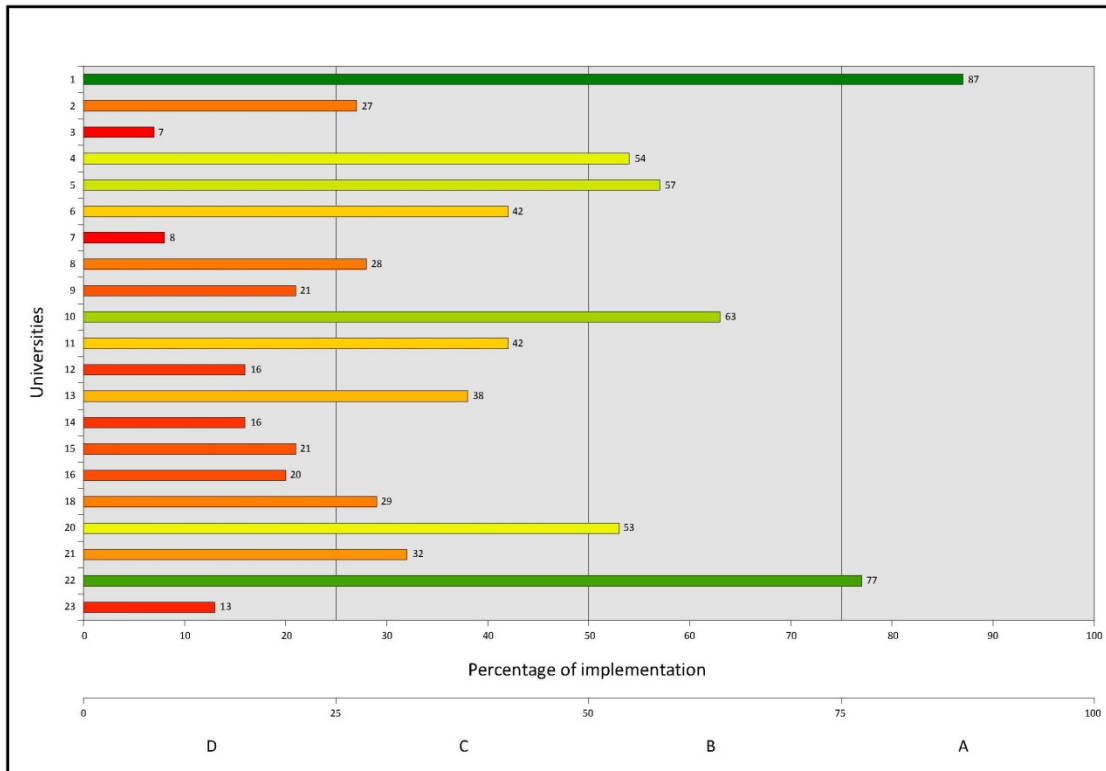
Graph 26. Percentage of implementation of EOUA principles in Environment and equipment.



As shown in graph 26, the accessibility present in the university's environment and equipment shows a higher level of implementation although it is still deficient. Just one university obtains a category B, representing a 4.7% out of the total number of universities. Set in category C there are 33.3%, but the rest of the universities, 62%, are set in category D.

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Graph 27. Percentage of implementation of EOUA principles in the Services.



Graph 27 shows the consolidation of services related to the EOUA. There are two universities that reach the maximum category, A, representing 9.5% of the total. Category B doubles the rate with 19%. In category C there are set 7 universities, 33.3%. The resting universities are set in category D representing 38%.

As an overall comment, it is noteworthy that there is no correspondence in the mark a university gets in each one of the spheres. As expected, the implementation of EOUA principles is better in one sphere than another within the same university.

Results per parameters

In this section there are included specific results from the evaluated parameters. In this sense, it is important to analyse all the data related to each question as they give interesting results. In general terms, it can be noted that, in a broad sense, all the fields studied have a set of questions that are positively answered by a huge number of universities and a great number of questions that are answered by very few universities.

This means that whilst the universities invest their efforts to comply with the EOUA principles, these efforts are excessively focused on some parameters only. This, in the end, makes that some other parameters that are crucial to ensure effective compliance of the objectives be ignored.

In the following section it is offered a more detailed scope of the sphere of material action per parameters.

Academic activity

In this section, there are listed, and also represented in graph 28, only the questions that have been positively answered by the universities in relation to the inclusion of EOUA principles in the objectives and competences of the curriculum. From these set of 21 questions, the best rated, 3 of them, reach a mark near to 40%. The rest of the questions are set under 20%.

These are the best rated questions with almost a 40% mark:

- 3.1.3.1 Are there explicitly incorporated EOUA principles in some objective?
- 3.1.3.2 Is there at least one competence which explicitly incorporates the EOUA principles?
- 3.1.3.3 Is the law 51/2003, LIONDAU explicitly mentioned?

From the rest of the questions rated fewer than 20%, there are a set of questions which received the worst mark below 2%:

- 9.5.1.1 Are there defined procedures for the collection and analysis of information on the satisfaction of students with disability?
- 5.2.3.1.1 Is there mentioned the accessibility of the activities under the program of mobility to be made with equal opportunities for all students?
- 6.1.4.1 Are there mentioned research groups related to disability, universal accessibility, design for all, people in a dependence situation...?

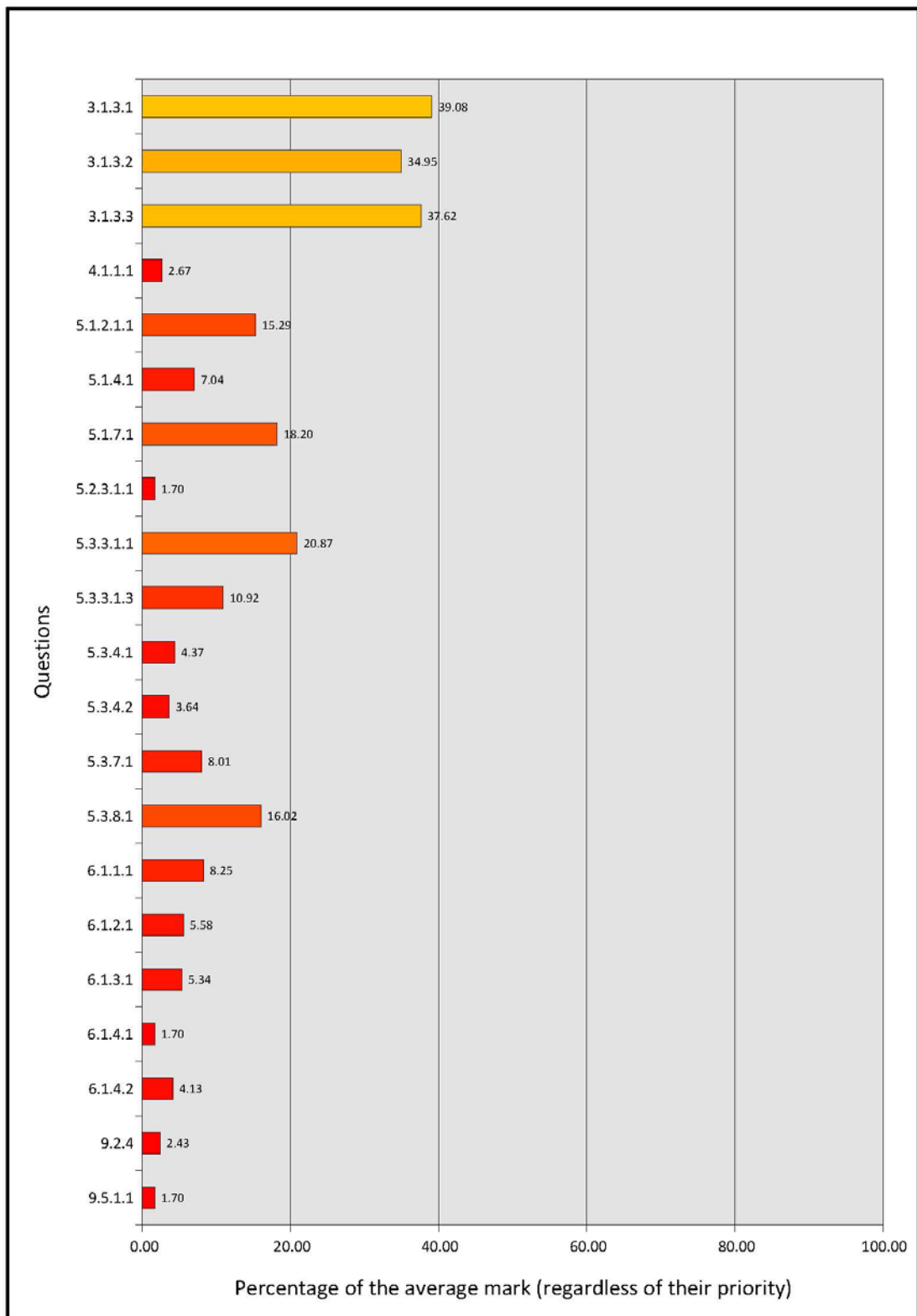
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However, there are other relevant questions, related to the curricular accommodations or subject areas with EOUA content, which do not receive significant positive answers and are, thus, rated below 20%.

- 5.1.7.1 Are there included specific teaching related to the accessibility and the universal design?
- 5.3.3.1.3 Are there specific subjects on accessibility and design for all?

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Graph 28. Assessment of the Academic activity sphere.



Legal guidelines and regulations

Preliminarily, it is necessary to observe that this is the sphere that has got worst results. This is due, as previously mentioned in this study, to the scarce cross-sectional view when planning issues related to EOQA principles.

Thus, in graph 29, stand out only the questions that are related to the positive discrimination mechanisms for equal opportunities that are implemented in the permanence regulations or in the employment access system from the universities' curricula under study. The mentioned questions have a mark near the 30% and are the following:

- 1.5.1 In the definition of the minimum number of ECTS per student enrolment and study period, and the permanence rules; has it been taken into account the equal opportunities?
- 6.2.4.1 Are there evidences on the adequate reservation of job posts for employees with disability?

The questions with a worst mark, below 1%, are:

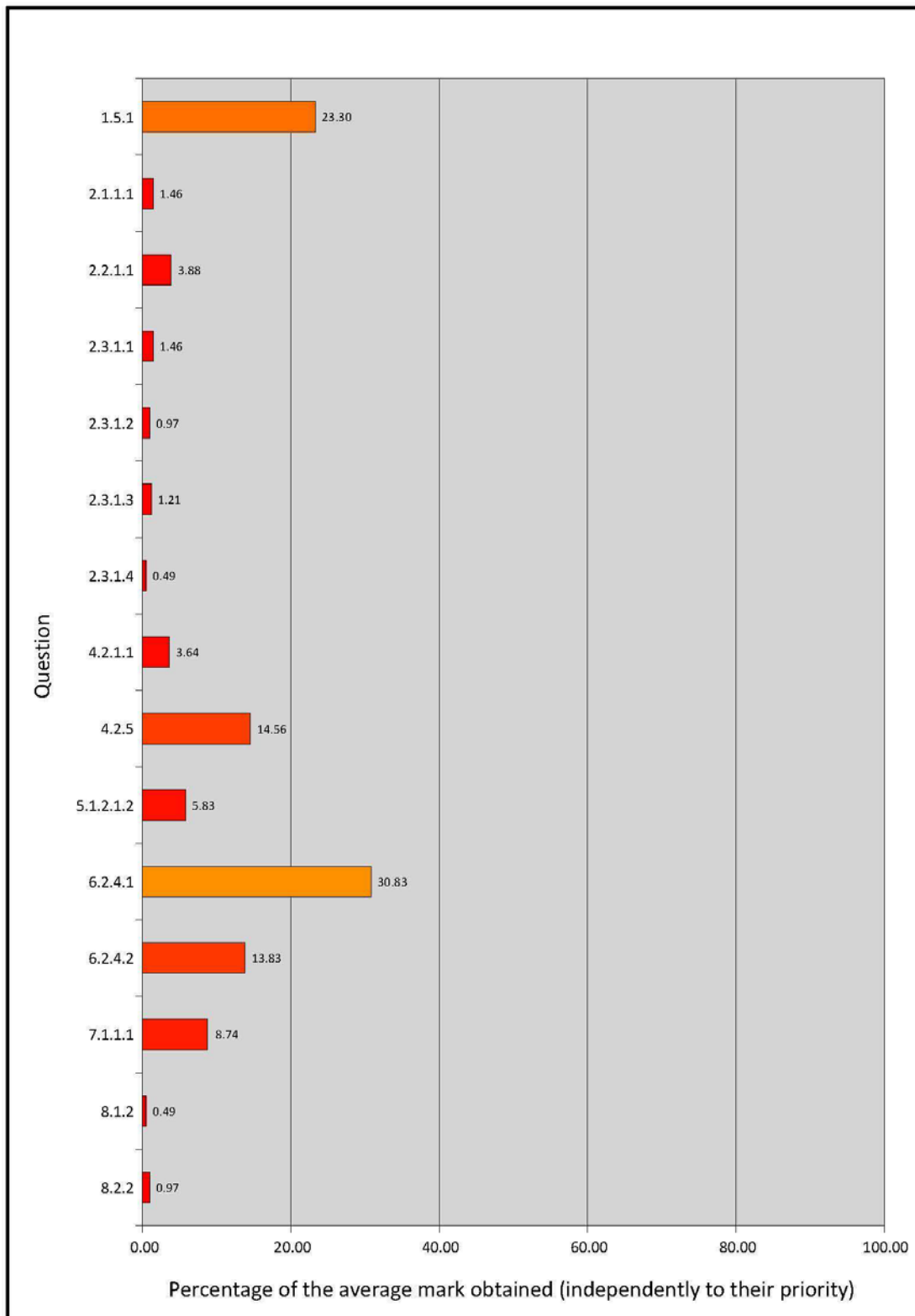
- 2.3.1.4 In the external consultation processes, is it mentioned to having consulted organizations representing people with disability or specialized centres (CEPAT,...)?
- 8.1.2 Are there mentioned relevant indicators which include, at least, the rates for enrolment, graduation, dropout and success for students with disability?

There are some other questions the research team considers relevant and whose situation can be still improved. These questions obtained a mark around 14%

- 7.1.1.1 Is it mentioned the existence of a Master plan for the equal opportunities for the people with disability?
- 4.2.5 Is it taken into account the existence of positive discrimination actions (registration fees, reservation of places...)

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Graph 29. Assessment of the questions on the legal guidelines and regulations sphere.



Environment and equipment

In the sphere related to the environment and equipment, represented in graph 30, the questions that stand out are the more generic ones, being them related to the accessibility.

The question with the highest mark is the following one, with a 41%:

7.1.1.4 Is it described the accessibility present in facilities and services? (physical accessibility, ICT accessibility, in learning...)

Then, with 25% average mark, it is answered the existence of an accessibility plan (7.1.1.2), and lastly, with 19.5% it is answered on the existence of a series of assistive products (7.1.1.4.4).

The last three questions, which are the highest in mark although being low marks, are considered relevant by the research team.

The worst graded questions are the following:

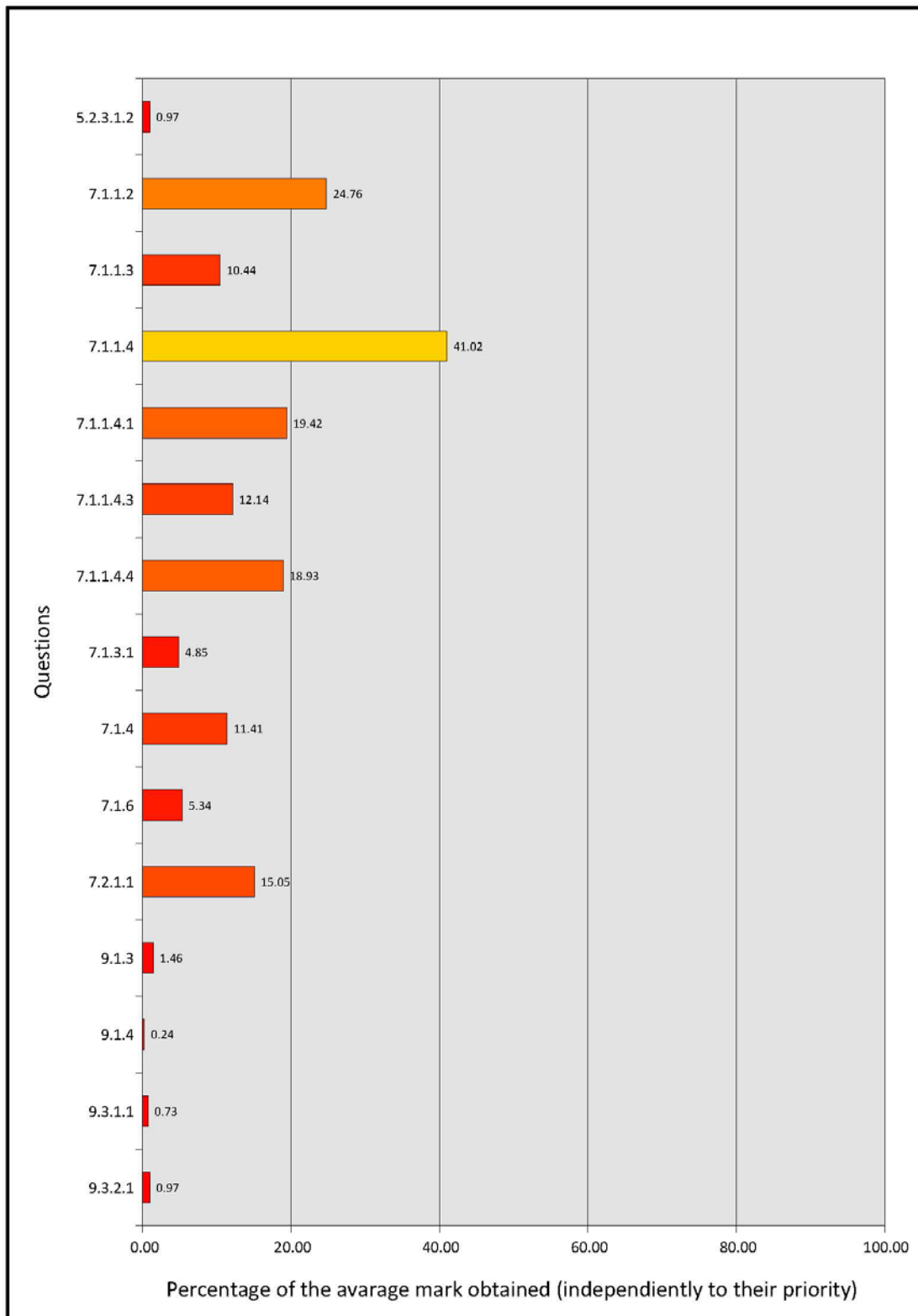
9.1.4 Does the university have the European eAccessibility Certification-Euracert, or something equivalent?

9.3.1.1 Are there defined the procedures for collecting and analyzing information about the accessibility of the external practicum? And is defined how this information will be used in the revision and improvement of the curriculum development?

5.2.3.1.2 Is it mentioned the accessibility of facilities where activities of the mobility program take place?

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Graph 30. Assessment of the questions on the Environment and equipment sphere.



Services

This is the sphere that has got best results. According to what is shown in graph 31, the questions that stand out are those related to the services for students with disabilities.

In relation to services, the following questions clearly highlight with a 74% and 49% respectively:

- 4.3.1.1 Is there a specific support service for students with disability?
- 4.3.1.2 Are there described the specific actions of this service for students with disability during the degree course?

These are also the questions the research team considers relevant for giving presence to the task of this sphere of activity. It should be noted that, although 70% of the universities state the existence of a specific service for supporting the student with disability, only 49% include a description of those services.

It is also needed to point out the low amount of responses received in the following question, also considered relevant.

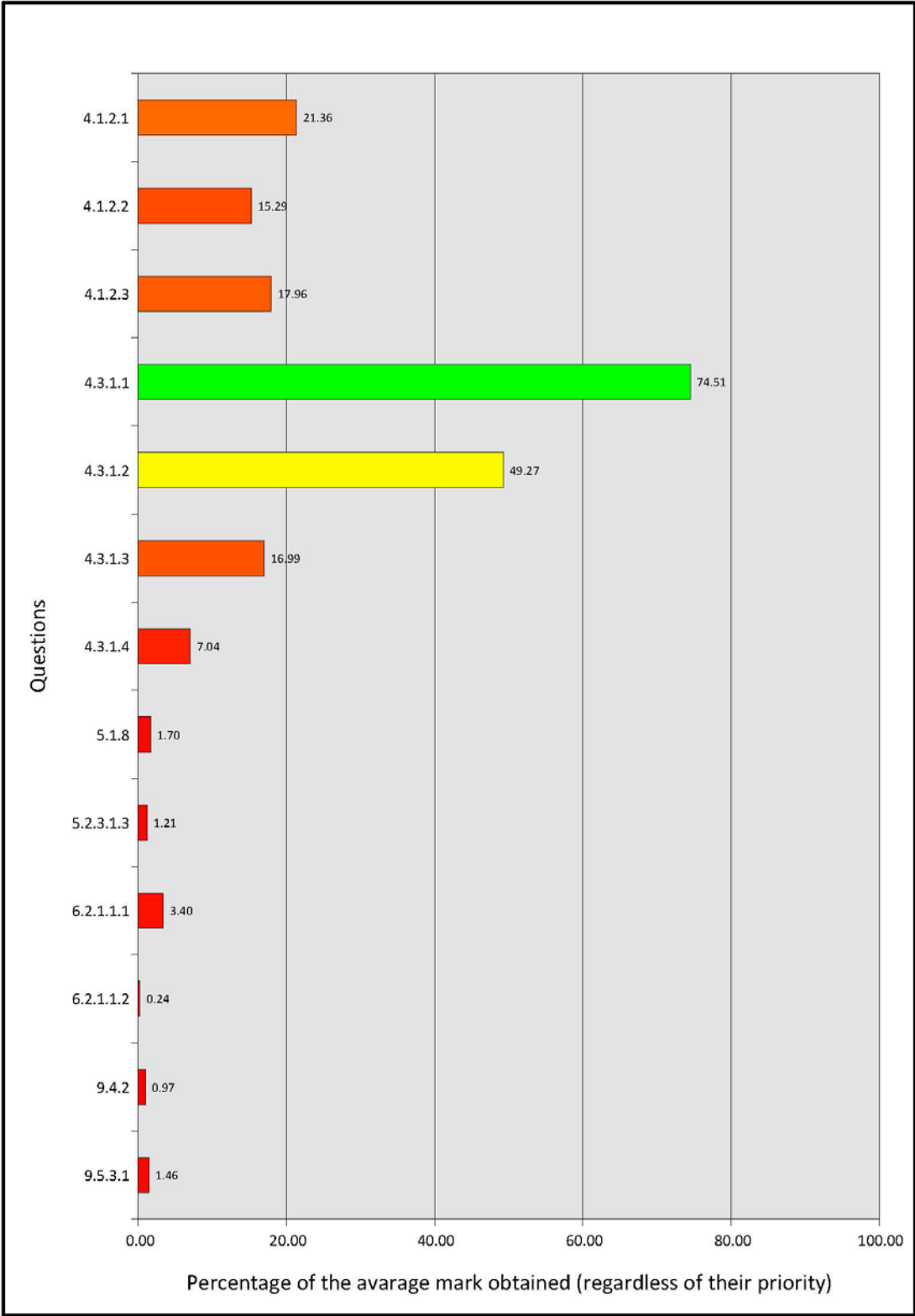
- 4.3.1.4 Is there a census of students with disability?

The questions that have received worst mark are the following:

- 6.2.1.1.2 Is there planned the provision of training courses for the administrative staff on accessibility and design for all?
- 9.4.2 Are there defined the procedures for collecting and analysing the information on the labour insertion of students with disability?

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Graph 31. Assessment of the questions on the Services sphere.



Verification of the Hypothesis

Hypothesis 1

The analysis presented so far leads to the conclusion that the first hypothesis presented in this study is confirmed. In other words, the principles for the equal opportunities and universal accessibility are not properly implemented in the curricula evaluated. Most of the results presented, in a general view, are set in levels C or D in terms of accessibility. There exist isolated cases with better results, but those belong to specific universities with in a determined sphere of activity.

Then, the first hypothesis concludes in these main points:

- The EOUA principles are not implemented in the curriculum or are partially implemented.
- Information about accessibility is missing or is partially included in the plan, or is mentioned with important shortcomings.
- The degree curriculum does not develop competences in terms of equal opportunities and universal accessibility, or although being mentioned they are too generic and unspecific.

Hypothesis 2

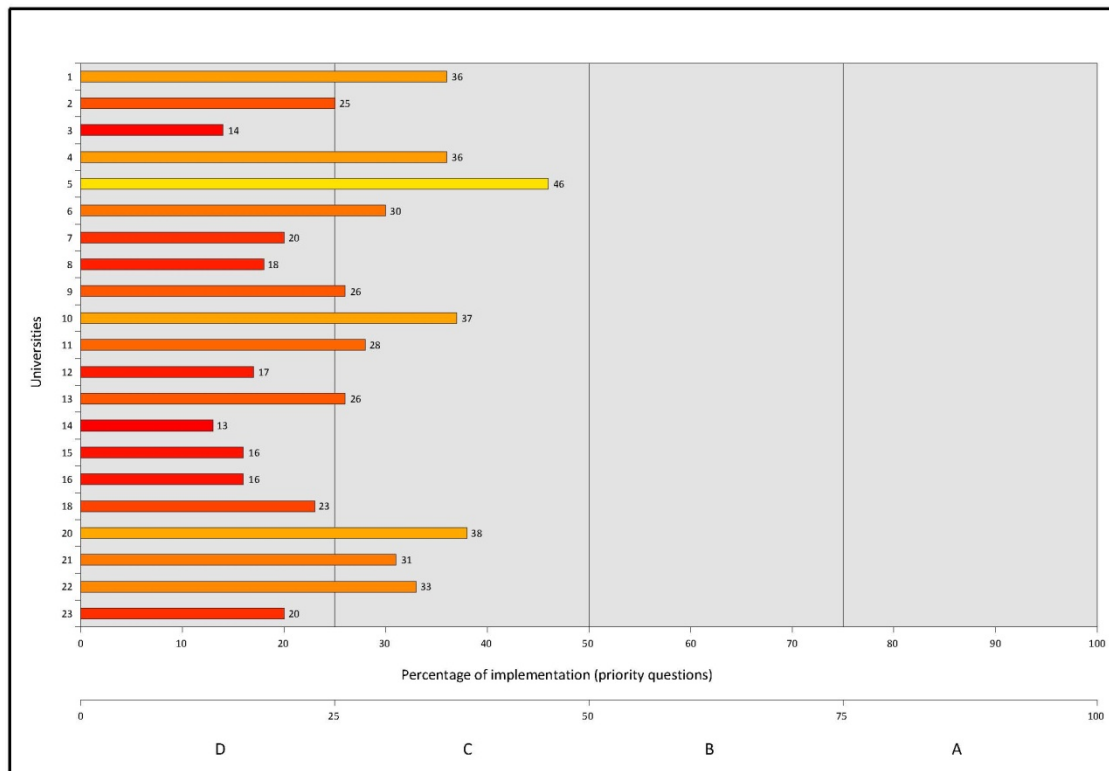
This second hypothesis is about the level of implementation of EOUA principles in the *Protocol for the evaluation of the verification of the official university degrees (degree and Master) by ANECA*.

In order to verify if the *Protocol for the evaluation of the verification of official university degrees (degree and master)* allows a detailed specification of the actual level of implementation of EOUA principles in the curricula, it is necessary to compare the results obtained in the Protocol for the EOUA verification protocol, defined in this research (considering the protocol of priority questions), and the results obtained in the implementation of the *Protocol for the evaluation and verification of the official university degrees (degree and master) by ANECA*, taking only into account the specific questions on equal opportunities. These questions are 3.1.3 (holding questions 3.1.3.1, 3.1.3.2 and 3.1.3.3), 6.2.4 (holding 6.2.4.1 and 6.2.4.2), 5.1.7.1 and 7.1.4.

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Therefore, by comparing the results from both questionnaires, it is needed to retake the previous graph 13 on the implementation of EOUA principles (priority questions) also available in the following graph 32.

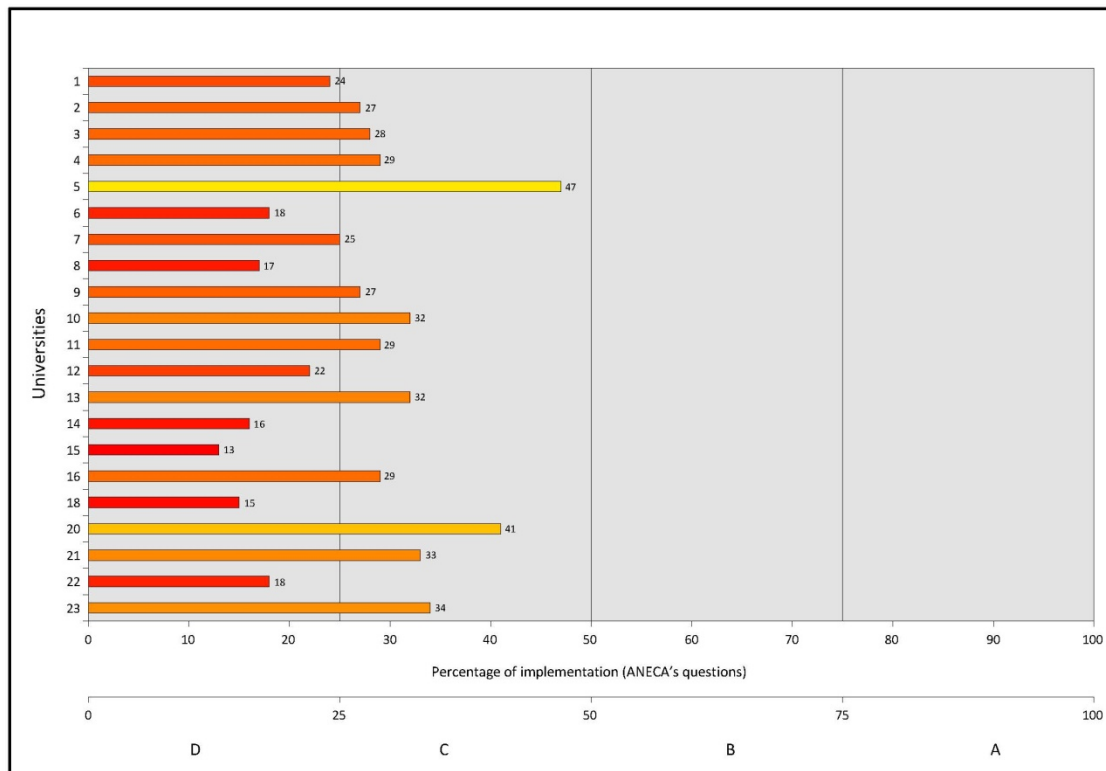
Graph 32. Percentage of implementation of EOUA principles in the universities.



In the next graph there is exposed the same type of analysis than in the previous case, however focusing just in the specific EOUA questions made by ANECA.

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Graph 33. Percentage of the implementation of EOUA principles in the universities- ANECA's questionnaire.



For a better detailed comparison between the two previous graphs it is outlined the following table 11.

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Table 11. Comparative table

University	ANECA's questions	Priority questions
COD_U	IMPL_EOUA_ANECA	IMPL_EUA_PREGREL
1	24 %	36 %
2	27 %	25 %
3	28 %	14 %
4	29 %	36 %
5	47 %	46 %
6	18 %	30 %
7	25 %	20 %
8	17 %	18 %
9	27 %	26 %
10	32 %	37 %
11	29 %	28 %
12	22 %	17 %
13	32 %	26 %
14	16 %	13 %
15	13 %	16 %
16	29 %	16 %
18	15 %	23 %
20	41 %	38 %
21	33 %	31 %
22	18 %	33 %
23	34 %	20 %

From the graphs and/or the table can be observed that the result is the same: 26%. In this sense, the research approach does not alter ANECA's approach but just completes and complements it.

It is noteworthy that the number of parameters evaluated in ANECA's protocol is drastically reduced, from 64 to 7, with 4 questions concerning the academic activity sphere: 2 from the legal guidelines and regulation; and one from environment and equipment. Not any service parameter is considered. Similarly, there are just considered EOQA questions in 4 out of 10 sections from the protocol.

This fact leads to believe that the results are biased and that for a thorough understanding of the implementation degree it is needed to deepen into the proposed parameters.

Therefore, it is also confirmed the hypothesis that 'the present verification protocol by ANECA does not allow specifying the actual implementation degree of the EO principles in the curricula.



CONCLUSIONS

CONCLUSIONS

Initial considerations

Having into mind that the present study, as well as the previous ones published by the University and Disability Observatory, pretends to know the implementation degree of EOUA principles in the Spanish public universities under study, it is necessary to take into account a series of initial premises which transversally affect the research methodological approach and the results obtained.

The verification reports of degrees respond to a previous evaluation method

First of all, the data analyzed are obtained from the verification reports of degrees approved by ANECA. Certainly, these reports contain elements related to the EOUA as ANECA demands in order to validate them. These elements contain regulatory references exposed in the previous sections of this report.

Secondly, based on the mentioned precepts, the UDO has made a proposal that includes new parameters, which allows, then, a deeper and more complete analysis of the implementation of the EOUA principles in the universities under study. These new parameters have been evaluated and applied to a representative sample of curricula from the universities under study. As a consequence, the reports that have been also verified by ANECA have been analyzed for a second time by the UDO, offering a more complete and detailed evaluation than ANECA's parameters.

The verification reports of a degree are analyzed with a more demanding method for evaluating the implementation of EOUA principles

This research raises the demanding level of EOUA contents in the verification reports of a degree and reshapes it. The parameters included are intended to categorize the state of implementation of EOUA principles. That determines the excellence in the application of these values in the university community.

In the analysis, there are included all the aspects related to the university organization (comprising the academic, human and material resources management) to ensure that EOUA principles be transversally applied to all university spheres. At the same time, there are identified the responsible bodies and levels of action as well as the responsibilities of all management and decision-making levels, having into account the generality or specificity of the proposed parameters

These facts are embedded in a theoretical context. Thus, the measures intended to guarantee the EOUA must be cross-sectional and not designed exclusively for a specific group. In short, the analysis carried out, by applying the proposed Protocol for verifying the EOUA, answers the need to specify the principles for the inclusion of people with disability in the university context.

For this reason it is designed an evaluation method to determine which excellence level is the university in the implementation of EOUA principles, which are their areas to be improved and who should perform the appropriate actions. This is of paramount importance in order to define specific and effective actions, providing a qualitative leap in the inclusion of the student with disability.

The methodology used in the research gives answer to the issues raised.

The methodology used has allowed the research team to answer three interesting questions.

First, it enables an updated, deep and coherent view in the implementation of EOUA principles in the Spanish public universities as it covers many aspects related to this issue.

Second, it allows an analysis to know to what extent the parameters taken into account by ANECA for verifying the new degree reports can show the implementation level of EOUA principles in universities analyzed.

Third, it also allows for reflexions on the need of introducing other parameters in ANECA's evaluation questionnaire with the aim of ensuring, also providing guarantee, that the reports verified by that organisation imply an effective compliance of EOUA principles. In other words, converting that verification in an item which allows any person with disability, wishing to access to the university, be able to trust the verification reports by allowing him or her have

a trusted picture of the implementation of EOUA principles in the chosen studies.

Research conclusions

The University has an integrative model but not inclusive

The proposed Protocol for verifying the EOUA starts from the principles of social and educational inclusion of people with disability. It understands that the EOUA policies in the university community are to be transversal and understanding in all fields. In other words, all people from the university community are to be considered in all the university activities.

Moreover, its implementation must be transversal, involving all levels of the university hierarchy, including those units that perform tasks related to the service or teaching offer.

However, this idea is not yet completely included in the university. The EOUA policies are present in the university but confined to specific spheres without reaching a desired transversal state. These specific spheres are often related to physical accessibility, non-significant curricular accommodations or the provision of specific services. Also, the planning instruments do not consider those values as seen in the answers obtained. For this reason, the actions carried out seem to be lacking that specific feature.

Summing up, it does seem necessary to state that the Spanish public universities under study, although they consider measures aimed at achieving the implementation of EOUA principles, they do not do it with the desired transversality.

Thus, whereas an inclusive university is one conceived, designed, planned and developed for all the people regardless of their functional diversity so they could participate in the university activities on equal terms; the studied universities are conceived, designed and planned for people without disabilities, despite the fact of creating specific measures for correcting the inequalities produced by this model.

Only this way can be understood those universities that make great efforts for giving the appropriate services for people with disability and make important investments to improve the accessibility in their environment do not take into

consideration the disability in the evaluation or an accessible design for those methods.

Besides, the fact that conception more integrative than inclusive can be induced from ANECA's own evaluation questionnaire whose EOUA questions refer to specific areas but not transversal. The consequences for this conceptions and the specificity of ANECA's questions can lead to consider that the actual task on this issue carried out by the universities may not be completely visible.

For example, 21% of the curricula analyzed do not include in their evaluation reports any reference to the services for students with disability. However, thanks to the previous UDO researches, it was able to contrast that all the universities studied have that service.

The University applies EOUA principles in an heterogeneous way

There exists another noteworthy issue that relates directly to the eminently integrative perspective on the application of EOUA principles in the Spanish public universities under study: the asymmetric application of those principles in several spheres of action from the university.

In this sense, it is striking that the sphere of services is that in which those principles are applied at a greater extent, whereas in other spheres related to the legal guidelines and regulations, and the environment and equipment, this application is significantly lower. However, it is necessary to go deep into this analysis to identify two different realities which give identical results.

In the sphere of legal guidelines and regulations, the implementation degree gives answer to the great absence of transversal policies in EOUA. Thus, the conception of these principles as features to be included in the policies or general legal guidelines already designed, does not materialize in the plans of action or specific regulations. The conception becomes a statement of principles which do not imply the assumption of specific obligations by the universities.

An inclusive view by the university would lead to the need of considering the EOUA both in regulatory and planning instruments, not as an ambiguous statement of principles, but as genuine rights demandable by individuals who are part of the university community.

However, in the sphere related to environment and equipment, the result obtained is due to different factors. In this case, universities have made

significant efforts to adapt their facilities and equipment to the need of people with disability. Nevertheless, such efforts often give partial results as the barriers eliminated correspond mainly to one type of disability, discriminating others, or the reform is done in some places in the facility, ignoring others.

These realities are frequent in the universities and do not allow an understanding of the universal accessibility and design for all criteria, which demand that any person with any disability degree could access all the spaces, environments, equipments and services, in this case in the university field.

The branch of knowledge do not affect the application of EOUA principles

It seems important to show the results taking into account the branch of knowledge to which the different degrees under study belong. The aim is to analyze if there exist some branch of knowledge that may be more sensitive towards the implementation of EOUA. However, although it was observed a slight improvement in the Social sciences and Law in comparison to the rest of branches, the results obtained are reasonably homogeneous.

This conclusion must be also contrasted to other sections of the study. It is necessary to consider that only the questions which refer to the teaching contents of the curricula can meet important variations between the degrees. The rest of the spheres of action (legal guidelines, regulations, good and equipments, and services) are habitually developed in a shared and common way with homogeneous criteria between different degrees or even all the degrees from the same university independent to their branch of knowledge.

Therefore, the branch of knowledge is not relevant for determining the level of engagement to EOUA principles, since that level depends on several factors from the teaching area. However, in relation to the latter, there are some questions to be raised.

It is true that the current legislation on this subject establishes that all the curricula should include contents related to the EOUA principles. However, it is also true that there exists some ambiguity related to specific degrees that should apply those precepts. The reality observed shows that 35% of the analyzed degrees include competences related to those principles. However, this percentage falls to 17% when it is analysed the existence of specific teachings on EOUA. Considering that the principles of an inclusive society would imply that all professionals, regardless of their area of expertise, could be equipped with the necessary knowledge to offer products or services to

people with disability, then those percentages seem to be able to improve in any knowledge area.

Moreover, thanks to the previous reports carried out by the UDO, it is necessary to state that the EHEA implementation has not been significantly useful to increase the subject areas related to EOQA principles in the curricula from the analyzed Spanish public universities.

On the other hand, there is a third issue, linked to the previous two and related to the teaching staff and their training on the subject of EOQA. Just one university studied has a research team on EOQA while none of the universities states the existence of any training to their teaching staff on this subject. Thus, it seems necessary to invest efforts to train and raise awareness of the trainers themselves, on the need of implementing EOQA principles and the design for all in the subject areas to teach to the students.



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ANNEX

ANNEX 1: VERIFICATION PROTOCOL OF THE OFFICIAL UNIVERSITY DEGREES OF (DEGREE AND MASTER) BY ANECA

1. DESCRIPCIÓN DEL TÍTULO.
Name:
Applicant college or university and center responsible:
Type of education:
Number of places available:
Mínimum European credit number for enrollment per student and school year, and also permanence requirements:
Other information needed for issuing the European Supplement for the Diploma:

2. JUSTIFICATION.
2.1. ACADEMIC, SCIENTIFIC OR PROFESSIONAL INTEREST OF THE DEGREE
The evidencies provided show the interest, and in the case of a master, the academic, scientific or professional guidance of the proposed title?

Does the proposal makes reference and accommodates to the regulatory norms of the professional activity linked to the degree? (for the degrees that give access to the realization of a professional activity regulated in Spain).

2.2. EXTERNAL REFERENCES TO THE DEGREE

Do external references support the accommodation of the proposal to national or international criteria for degrees with similar academic features?

In the case of a master with professional or research guidance, is the proposal related to the R+D+I situation of the professional sector?

2.3. CONSULTING PROCEDURES

Are the internal and external consulting procedures used for the development of the curriculum appropriate?

3. OBJECTIVES.

3.1. GENERAL AND SPECIFIC COMPETENCES

Are the general objectives of the degree properly defined?

Are they coherent with the fundamental rights and the equality between men and women, with the principles of equal opportunities and universal accessibility of the people with disability and also with the culture of peace and democratic values?

Are the general competences defined according to the established in the Royal Decree 1393/2007 to confer a degree (Degree or Master)

Do the proposed competences emphasize the general training features in the degree teachings or the advanced training features of a master?

3. OBJECTIVES.

The degree has clearly and properly defined the competences a student is to acquire when finishing his/her studies? And are these competences in line with the general objectives of the degree?

Do the general competences defined in the degree adjust to the ones established in the official regulations? (for degrees that enable the access to the regulated professional activity in Spain).

Is there any correspondence between the proposed competences and the gathered documents from networks or national and international bodies?

4. ENTRY AND STUDENTS ADMISSION.

4.1. INFORMATION SYSTEMS PRIOR TO THE REGISTRATION AND RECEPTION AND GUIDANCE PROCEDURE OF NEW STUDENTS

Are there correctly defined routes and entry requirements to access a degree, including the recommended entry profile? (brief description of personal and academic characteristics considered appropriate for those people who are to start their degree studies)

Does the proposal have appropriate and accessible information mechanisms prior to the registration and also reception and guidance procedures for newcomers students?

4.2. ENTRY AND ADMISSION

Are there stated special entrance conditions or exams and are those exams consistent with the provisions of the competent authority. (of a degree)

In the case of a master, are the entry requirements established taking into

4. ENTRY AND STUDENTS ADMISSION.

account the provisions of the 16th article of the Royal Decree 1393/2007?

In the case of master, are there stated the body, procedures and admission requirements?

In the case of master, the definition of the admission requirements is coherent with the provisions in article 17 from the R.D. 139/2007?

4.3. STUDENT'S SUPPORT AND GUIDANCE ONCE ENROLED

Does the proposal foresee support and guidance mechanisms of the students that have enroled?

4.4. CREDIT TRANSFERENCE AND RECOGNITION

Is transference and credit recognition stated in the proposal clearly and also consistent with the Royal Decree?

Does the credit transfer and recognition system have explicit reference to recognition rules for cultural, sports, student representation, solidarity and cooperation activities as provided in the Royal Decree and the University Organic Law [R]

Is there any procedure that facilitates the recognition of student's previous studies when asking admission to the Master teachings? [R]

5. TEACHING PLANNING

5.1. TEACHING STRUCTURE

Are modules or subject areas of a degree defined according to the Annex provisions from the R.D. 1393/2007 on Basic subject areas per branch?

5. TEACHING PLANNING

Is it stated the teaching coordination mechanisms of the degree?

Are the modules or subject areas of the curriculum consistent with the general objectives and competences of the degree?

In the case of degrees with a professional guidance, does the proposal have modules or subject areas specific to professional practices that allow an adequate achievement of the objectives of the degree?

Is there included an adequate time planning of the modules or subject areas?

Is it stated the nature of the teaching and the type of the subject areas (basic, compulsory and optional training, external practices, end of the course graduation) with its correspondent credit distribution ECTS?

In the curricula, is it included teachings related to the fundamental rights and the equality between men and women, together with the equal opportunities and universal accessibility principles of people with disability and the values of the culture of peace and democratic values?

5.2. STUDENT MOBILITY

Is it provided information on cooperation agreements to promote the student mobility and possible financing aids for mobility?

Is it justified the appropriateness of the mobility actions in the degree's objectives?

Do the mobility actions have an appropriate planning and mechanisms for monitoring, the evaluation, credit assignment and curricular recognition?

Does the proposal provide support and guidance mechanisms to students once they enrolled?

5. TEACHING PLANNING

5.3. DESCRIPTION OF THE MODULES OR SUBJECT AREAS

Are the competences the students acquire from the module or subject area consistent with what is demanded for obtaining the degree?

Are the module or subject area competences specified in terms of learning outcomes?

Do the contents described in the module or subject area have a connection with the established competences?

Do the learning activities from the module or subject area keep a connection with the competences a student must acquire? (considering the methodology of the learning-teaching)?

Are the learning activities of each module or subject area consistent with the the dedication established for students?

Are the learning activities of each module or subject area appropriate for the timing organization established? (semi-annual, quarterly, or weekly, etc.. ...)?

Does the evaluation system proposed allow evaluating the learning outcomes obtained per student?

Is there included information on the students' permanence norms? (information included in section1)

6. PERSONAL ACADÉMICO.

6.1. TEACHING STAFF AND OTHER HUMAN RESOURCES NECESSARY AND AVAILABLE

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Is it specified the academic staff available, its academic category, and their type of connection to the university and their teaching and research experience?

Is it stated the support staff available, its connection with the university and their professional experience?

Have there been established which are the academic staff and other human resources' needs to carry out the curriculum consistent with the curricula, the ECTS, the involved branches of knowledge, the number of students and other relevant variables?

6.2. ACCOMODATION OF THE TEACHING AND SUPPORT STAFF IN THE CURRICULA AVAILABLE.

Are the profile and educational training of the available academic and support staff appropriate having into account the objectives of the degree?

In the case of degrees with a professional guidance, does the proposal have a teaching staff with enough experience to properly manage the practices in the company?

In the case of joint programs, have there been made agreements to organize the professor incorporation to the different universities involved?

In the academic staff recruitment, are there planned mechanisms for guaranteeing equal opportunities between men and women and no discrimination of people with disability?

7. MATERIAL RESOURCES AND SERVICES

7.1. AVAILABLE MATERIAL RESOURCES AND SERVICIES

Do the available material and service resources in the university guarantee the development of planned learning activities?

Is there included information about agreements that regulate the participation of other bodies in the development of the regulatory activities? Do those agreements include enough detail and are established according to the current legislation?

Do the material and service resources available in the collaborating bodies guarantee the development of planned learning activities?

Do the material and service resources available in the university and the partner institution have into account the universal accessibility and design for all criteria?

Is it made explicit the mechanisms for doing or guaranteeing the review and maintenance of the materials and services available in the university and the partner institutions, as well as the mechanisms for their updating?

7.2. PLANNED MATERIAL AND SERVICE RESOURCES

In case there are not available all the needed material and service resources when proposing the curriculum, are the plans for the provision of new infrastructure and services enough and do they justify the accommodation of the needs of the curricula?

8. PLANNED RESULTS

8.1. INDICATORS ESTIMATION

Have there been made a justified estimate of the relevant indicators that at least include the rates of graduation, dropout and efficiency? Have there been taken into account from the referents the obtained data in the development of the planned curricula?

8.2. PROCEDURAL FOR ASSESSING THE PROGRESS AND LEARNING OUTCOMES

Has the university defined a general procedure that allows an assessment of the progress and the results of the students' learning outcome? (external examination, final year project, etc.)

9. QUALITY ASSURANCE SYSTEM.

9.1. RESPONSIBLES FOR THE CURRICULUM QUALITY ASSURANCE

Is there identified any body or uniy responsible for the quality assurance system in the curriculum and is there defined their functioning regulation or norms? (structure and composition)

Is it specified how the participation of professors, students, academics in charge, support staff and other external agents is articulated in the previously mentioned body? [R]

9.2. PROCEDURES FOR THE EVALUATION AND IMPROVEMENT OF THE TEACHING QUALITY AND THE TEACHING STAFF

Are there defined procedures for the gathering and analysis of information on the teaching quality and is there specified how it is going to use that information in the revision and improvement of the curriculum development?

9. QUALITY ASSURANCE SYSTEM.

Are there defined procedures for the gathering and analysis of information about the learning outcomes and is there specified the way this information is going to be used for the revision and improvement of the curriculum development?

Are there defined procedures for the gathering and analysis of information about the teaching staff and has it been defined how this information is going to be used for the revision and improvement of the curriculum development?

9.3. PROCEDURES FOR ASSURING THE QUALITY IN THE EXTERNAL PARCTICUMS AND THE MOBILITY PROGRAMS

Are there defined procedures for the gathering and analysis of information on the external practicum and is there specified the way this information is going to be used for revision and improving the curriculum development?

Are there defined procedures for the gathering and analysis of information on the mobility programs and is there specified the way this information is going to be used for the reversion and improvement of the curriculum deelopment?

9.4. PROCEDURES FOR THE ANALYSIS OF THE GRADUATE'S JOB INSERTION AND TRAINING SATISFACTION

Are there defined procedures for the gathering and analysis of information about job insertion?

Is there specified the way this information on the job insertion is going to be used in the revision and improvement of the curricula development?

Are there defined procedures for the gathering and anaysis of the information about the satisfaction with the training?

Is it specified how the information on the training satisfaction is going to be used on the revision and improvement of the curriculum development? [R]

9. QUALITY ASSURANCE SYSTEM.

9.5. PROCEDURES FOR THE ANALYSIS AND SATISFACTION OF THE DIFFERENT GROUPS INVOLVED AND ALSO THE RESPONSIBLE GROUP FOR GATHERING THE SUGGESTIONS AND COMPLAINTS. CRITERIA FOR THE TERMINATION OF A DEGREE.

Are there defined procedures for the gathering and analysis of information related to the satisfaction of the involved groups in the degree?

Is there specified the way the information on the satisfaction of the groups involved is going to be used in the revision and improvement of the curriculum development? [R]

Are there defined appropriate procedures for gathering and analysing the information on the students' suggestions or complaints?

Is there specified the way the information on the students' suggestions or complaints is going to be used for the revision and improvement of the curricula? [R]

Are there mechanisms for publishing information that reach all the groups involved or interested in the curriculum, its development and results? [R]

Are there defined specific criteria and procedures for a possible termination of the degree?

10. IMPLEMENTATION CALENDAR

10.1. DEGREE'S IMPLEMENTATION TIMELINE.

Is there defined a timeline stating in a coherent way the implementation process of the new curricula?

10.2. ACCOMODATION OF THE STUDENTS COMING FROM PRE-EXISTING CURRICULA.

Does the procedure for accomodating the existant students to the new curriculum make possible such accomodation?

10.3. TEACHINGS TO BE EXTINGUISHED

Are the teachings that are becoming extinct, due to the introduction of the proposed degree, clearly specified?

ANNEX 2: EVALUATION PROTOCOL FOR THE EOUA VERIFICATION OF THE OFFICIAL UNIVERSITY DEGREES

In this Annex it is presented the results of this job. As explained in the previous chapters, it consist of a support template of the *Protocol for the evaluation for the verification of the official university degrees (degree and master)* to which there have been added questions related to the evaluation of EOUA principles in the university curricula.

In the table attached is there identified the following information in each question:

Source shows where the question comes from. It can be identified as *ANECA*, questions defined by ANECA, or as *CATAC*, questiones defined by the research team, being them also the result of this job.

Type of question classifies its feature as general or specific in the field object of this study. *General* stands for aspects not related to the EOUA principles. *EO specific* stands for issues related to the EOUA.

Competence indicates who has the competence attribution in the university to carry out the issue stated in the question. There can appear these different competences: *basic units* and *university*.

Sphere states the sphere of activity in the University where it is applied the issue mentioned in the question. There can appear the following ones: *legal guidelines/regulations*, *academic activity*, *services*, *environment and equipment*.

Regulatory reference states the precept which sustains and justifies the existance of a question.

Priority shows the levels 1, 2 or 3. This allows an identification of the questions that are more important or more demanding according to the current legislation. The greater the priority, the greater the demand.

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Level shows the depth and specificity of a question. The greater indica la profundidad y especificidad de la pregunta. The higher the level, the more the specificity of a question.

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Table 12. Description of the degree

1. DESCRIPTION OF THE DEGREE						
Source	Type	Competence	Sphere	Priority	Level	Issue
ANECA	General				1.1	Name:
ANECA	General				1.2	Applicant college or university and center responsible:
ANECA	General				1.3	Type of education:
ANECA	General				1.4	Number of places available:
ANECA	General				1.5	Mínimum European credit number for enrollment per student and school year, and also permanence requirements:
CATAC	EO specific	Unidades Básicas	Legal guidelines/regulation	1	1.5.1	<i>In the definition of the minimum number of ECTS per student enrollment and study period, and the permanence rules; has it been taken into account the equal opportunities?</i>

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ANECA	General				1.6	Other information needed for issuing the European Supplement for the Diploma:
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Table 13. Justification

2. JUSTIFICATION							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Issue
ANECA	General					2.1	2.1. DEGREE'S ACADEMIC, SCIENTIFIC OR PROFESSIONAL INTEREST
ANECA	General					2.1.1	Do evidencies show the interest, and in the case of a master, the academic, scientific or professional orientation of the proposed degree?
CATAC	EO specific	Basic Units	Legal guidelines/regulation		2	2.1.1.1	<i>In the description of the profile and professional activities of the degree, is it mentioned the specific career opportunities for</i>

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2. JUSTIFICATION							
							<i>the graduate with disability?</i>
ANECA	General					2.1.2	Does the proposal makes reference and accommodates to the regulatory norms of the professional activity linked to the degree? (for the degrees that give access to the realization of a professional activity regulated in Spain).
ANECA	General					2.2	2.2. EXTERNAL REFERENCE TO THE DEGREE
ANECA	General					2.2.1	Do external references support the accommodation of the proposal to national or international criteria for degrees with similar academic

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2. JUSTIFICATION							
							features?
CATAC	EO specific	Basic Units	Legal guidelines/regulation	Article 15.1 LIONDAU; Article 3.5.b) RD 1393/2007; Section 2.1 RD 861/2010	3	2.2.1.1	<i>Are there external references related to the accessibility, the universal design or the disability?</i>
ANECA	General					2.2.2	In the case of a master with professional or research guidance, is the proposal related to the R+D+I situation of the professional sector?
ANECA	General					2.3	2.3. CONSULTING PROCEDURES
ANECA	General					2.3.1	Are the internal and external consulting procedures used for the development of the

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2. JUSTIFICATION							
							curriculum appropriate?
CATAC	EO specific	University	Legal guidelines/regulation	Article 10.2 LIONDAU	1	2.3.1.1	<i>In internal consultation processes and at a management level, is there any advisory body to coordinate EOUA policies?</i>
CATAC	EO specific	University	Legal guidelines/regulation	Article 10.2 LIONDAU	2	2.3.1.2	<i>In internal consultation processes and at an advisory level, is there any advisory body to coordinate EOUA policies?</i>
CATAC	EO specific	University	Legal guidelines/regulation	Article 15.1 LIONDAU; Article 3.5.b) RD 1393/2007; Section 2.1 RD 861/2010	3	2.3.1.3	<i>In internal consultation processes and at an organization level, is there any service that coordinates EOUA policies?</i>

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2. JUSTIFICATION							
CATAC	EO specific	University	Legal guidelines/regulation	Article 15.1 LIONDAU; Article 3.5.b) RD 1393/2007; Section 2.1 RD 861/2010	3	2.3.1.4	<i>In the external consultation processes, is it mentioned to having consulted organizations representing people with disability or specialized centers (CEAPAT,...)?</i>

Table 14. Objectives

3. OBJECTIVES							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Issue
ANECA	General					3.1	3.1. GENERAL AND SPECIFIC COMPETENCES
ANECA	General					3.1.2	Are the general objectives of the degree properly defined?

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3. OBJECTIVES							
ANECA	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; Article 3.5.b) RD 1393/2007		3.1.3	Are they coherent with the fundamental rights and the equality between men and women, with the principles of equal opportunities and universal accessibility of the people with disability and also with the culture of peace and democratic values
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; Article 3.5.b) RD 1393/2007	1	3.1.3.1	<i>Are there explicitly incorporated EOUA principles in some objective?</i>
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU	1	3.1.3.2	<i>Is there at least one competence which explicitly incorporates EOUA principles?</i>
CATAC	EO specific	Basic Units	Academic Activity	Article 3.5.b) RD 1393/2007	2	3.1.3.3	<i>Is the law 51/2003, LIONDAU explicitly mentioned?</i>

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3. OBJECTIVES							
ANECA	General					3.1.4	Are the general competences defined according to the established in the Royal Decree 1393/2007 to confer a degree (Degree or Master)
ANECA	General					3.1.5	Do the proposed competences emphasize the general training features in the degree teachings or the advanced training features of a master?
ANECA	General					3.1.6	The degree has clearly and properly defined the competences a student is to acquire when finishing his/her studies? And are these competences in line with the general objectives of the degree?
ANECA	General					3.1.7	Do the general competences defined in the degree adjust to the ones established in the

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3. OBJECTIVES							
							official regulations? (for degrees that enable the access to the regulated professional activity in Spain).
ANECA	General					3.1.8	Is there any correspondence between the proposed competences and the gathered documents from networks or national and international bodies?

Table 15. Student's entry and admission

4. . STUDENT'S ENTRY AND ADMISSION							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Issue
ANECA	General					4.1	4.1. INFORMATION SYSTEMS PRIOR TO THE REGISTRATION AND RECEPTION AND GUIDANCE PROCEDURE OF NEW STUDENTS
ANECA	General					4.1.1	Are there correctly defined routes and entry requirements to access a degree, including the recommended entry profile? (brief description of personal and academic characteristics considered appropriate for those people who are to start their degree studies)

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4. . STUDENT'S ENTRY AND ADMISSION							
CATAC	EO specific	Basic Units	Academic Activity	Articles 8.1 & 16 LIONDAU; Article 4.2; 19 & 51 RD 1892/2008	2	4.1.1.1	<i>Is the recommended entry profile well defined by having also into account the Equal opportunities? (brieve description of the personal and academic characteristics considered appropriate for those who are going to start the degree studies)</i>
ANECA	General					4.1.2	Does the proposal have appropriate and accessible information mechanisms prior to the registration and also reception and guidance procedures for new coming students?
CATAC	EO specific	University	Services	Article 14.2 RD 1393/2007	1	4.1.2.1	<i>Is there offered a specific support service for students with disability prior to enrollment and during the welcome process?</i>

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4. . STUDENT'S ENTRY AND ADMISSION							
CATAC	EO specific	Basic Units	Services		3	4.1.2.2	<i>Are there channels of communication with the high school and training cycle centres or other training centres which have into account the EOUA?</i>
CATAC	EO specific	University	Services	Article 19.3 RD 1892/2008	1	4.1.2.3	<i>Are there described specific actions of this service on the admission of students with disability?</i>
ANECA	General					4.2	4.2. ENTRY AND ADMISSION
ANECA	General					4.2.1	Are there stated special entrance conditions or exams and are those exams consistent with the provisions of the competent authority. (of a degree)

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4. . STUDENT'S ENTRY AND ADMISSION							
CATAC	EO specific	Basic Units	Legal guidelines/ regulation	Articles 8.1 & 16 LIONDAU; Article 4.2; 19 & 51 RD 1892/2008	1	4.2.1.1	<i>Is it ensured EOUA principles in the special admission tests?</i>
ANECA	General					4.2.2	In the case of a master, are the entry requirements established taking into account the provisions of the 16th article of the Royal Decree 1393/2007?
ANECA	General					4.2.3	In the case of master, are there stated the body, procedures and admission requirements?
ANECA	General					4.2.4	In the case of master, the definition of the admission requirements is coherent with the provisions in article 17 from the R.D. 139/2007?

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4. . STUDENT'S ENTRY AND ADMISSION							
CATAC	EO specific	Basic Units	Legal guidelines/ regulation	Article 51 RD 1892/2008 Article 30 LISMI.	1	4.2.5	<i>Is it taken into account the existence of positive discrimination actions (registration fees, reservation of places...)</i>
ANECA	General					4.3	4.3. STUDENT'S SUPPORT AND GUIDANCE ONCE ENROLED
ANECA	General					4.3.1	Does the proposal foresee support and guidance mechanisms of the students that have enrolled?
CATAC	EO specific	University	Services	Article 14.2 RD 1393/2007	1	4.3.1.1	<i>Is there a specific support service for students with disability?</i>

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4. . STUDENT'S ENTRY AND ADMISSION							
CATAC	EO specific	University	Services	Article 14.2 RD 1393/2007	1	4.3.1.2	<i>Are there described the specific actions of this service for students with disability during the degree course?</i>
CATAC	EO specific	University	Services	Article 14.2 RD 1393/2007	1	4.3.1.3	<i>Is it mentioned the support to graduate students with disability in their labour insertion?</i>
CATAC	EO specific	University	Services		2	4.3.1.4	<i>Is there a census of students with disability?</i>
ANECA	General					4.4	4.4. CREDIT TRANSFERENCE AND RECOGNITION

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4. . STUDENT'S ENTRY AND ADMISSION							
ANECA	General					4.4.1	Is transference and credit recognition stated in the proposal clearly and also consistent with the Royal Decree?
ANECA	General					4.4.2	Does the credit transfer and recognition system have explicit reference to recognition rules for cultural, sports, student representation, solidarity and cooperation activities as provided in the Royal Decree and the University Organic Law [R]
ANECA	General					4.4.3	Is there any procedure that facilitates the recognition of student's previous studies when asking admission to the Master teachings? [R]

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Table 16. Teaching planning

5. TEACHING PLANNING							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Issue
ANECA	General					5.1	5.1. TEACHING STRUCTURE
ANECA	General					5.1.1	Are modules or subject areas of a degree defined according to the Annex provisions from the R.D. 1393/2007 on Basic subject areas per branch?
ANECA	General					5.1.2	Is it stated the teaching coordination mechanisms of the degree?
CATAC	EO specific	Basic Units	Legal guidelines/ regulation	Article 10.2 & DFV ^a LIONDAU; article 14.2 RD 1393/2007 & section 4.3 RD 861/2008		5.1.2.1	<i>Are there curricular or itinerary accommodations for the students with disability?</i>

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5. TEACHING PLANNING							
CATAC	EO specific	Basic Units	Academic Activity		2	5.1.2.1.1	<i>Are there curricular accommodations or specific itineraries for students with disability?</i>
CATAC	EO specific	Basic Units	Legal guidelines/regulation	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3 RD 861/2008	2	5.1.2.1.2	<i>Is it described the internal regulation which establishes the curricular accommodation for students with disability?</i>
ANECA	General					5.1.3	Are the modules or subject areas of the curriculum consistent with the general objectives and competences of the degree?
ANECA	General					5.1.4	In the case of degrees with a professional guidance, does the proposal have modules or subject areas specific to professional practices that allow an adequate

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5. TEACHING PLANNING							
							achievement of the objectives of the degree?
CATAC	EO specific	Basic Units	Academic Activity	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3. RD 861/2008	2	5.1.4.1	<i>In the case of career-oriented degrees, does the proposal have modules or subject areas for professional practicum to achieve the degree objectives properly and with equal opportunities?</i>
ANECA	General					5.1.5	Is there included an adequate time planning of the modules or subject areas?
ANECA	General					5.1.6	Is it stated the nature of the teaching and the type of the subject areas (basic, compulsory and optional training, external practices, end of the course graduation) with its correspondent credit

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5. TEACHING PLANNING							
							distribution ECTS?
ANECA	EO specific	Basic Units	Academic Activity			5.1.7	In the curricula, is it included teachings related to the fundamental rights and the equality between men and women, together with the equal opportunities and universal accessibility principles of people with disability and the values of the culture of peace and democratic values?
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; article 3.5.b) RD 1393/2007	1	5.1.7.1	<i>Are there included specific teaching related to the accessibility and the universal design?</i>
CATAC	EO specific	University	Services	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3.	2	5.1.8	<i>Is it specifically mentioned the possibility for students with disability to participate in cultural, sportive, solidarity,</i>

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5. TEACHING PLANNING							
				anexo 1 RD 861/2008			<i>cooperation, and student representation activities?</i>
ANECA	General					5.2	5.2. STUDENT MOBILITY
ANECA	General					5.2.1	Is it provided information on cooperation agreements to promote the student mobility and possible financing aids for mobility?
ANECA	General					5.2.2	Is it justified the appropriateness of the mobility actions in the degree's objectives?
ANECA	General					5.2.3	Do the mobility actions have an appropriate planning and mechanisms for monitoring, the evaluation, credit assignment and curricular recognition?

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5. TEACHING PLANNING							
CATAC	EO specific	Basic Units	Academic Activity	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3. RD 861/2008		5.2.3.1	<i>Do the mobility actions have a planning and mechanisms for monitoring, assessing, credit assignment and curriculum recognition appropriate and according to the EOUA principles?</i>
CATAC	EO specific	Basic Units	Academic Activity	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3. anexo 1 RD 861/2008	3	5.2.3.1.1	<i>Is there mentioned the accessibility of the activities under the program of mobility to be made with equal opportunities for all students?</i>
CATAC	EO specific	Basic Units	Environment and equipment	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3. RD 861/2008	3	5.2.3.1.2	<i>Is it mentioned the accessibility of the facilities where activities of the mobility program take place?</i>
CATAC	EO	Basic Units	Services	DAIV ^a LOU 2007; article 14.2 RD	3	5.2.3.1.3	<i>Is it specified the accessibility present in the mechanisms for</i>

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5. TEACHING PLANNING							
	specific			1393/2007 & section 4.3. RD 861/2008			<i>managing the mobility of students with disability? (Information to students, support services, administrative processes...)</i>
ANECA	General					5.2.4	Does the proposal provide support and guidance mechanisms to students once they enrolled?
ANECA	General					5.3	5.3. DESCRIPTION OF THE MODULES OR SUBJECT AREAS
ANECA	General					5.3.1	Are the competences the students acquire from the module or subject area consistent with what is demanded for obtaining the degree?
ANECA	General					5.3.2	Are the module or subject area competences specified in terms

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5. TEACHING PLANNING							
							of learning outcomes?
ANECA	General					5.3.3	Do the contents described in the module or subject area have a connection with the established competences?
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; article 3.5.b) RD 1393/2007		5.3.3.1	<i>¿En los contenidos de los módulos o materias, se trabaja la competencia que hace referencia a los principios de accesibilidad universal y diseño para todos?</i>
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; article 3.5.b) RD 1393/2007	1	5.3.3.1.1	<i>How many modules or subject areas have the competence related to accessibility and universal design?</i>
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; article 3.5.b) RD 1393/2007		5.3.3.1.2	<i>¿En qué módulos o materias se trabaja la competencia en materia de accesibilidad y</i>

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5. TEACHING PLANNING							
							<i>diseño universal?</i>
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; article 3.5.b) RD 1393/2007	2	5.3.3.1.3	<i>Are there specific subjects on accessibility and design for all?</i>
ANECA	General					5.3.4	Do the learning activities from the module or subject area keep a connection with the competences a student must acquire? (Considering the methodology of the learning-teaching)?
CATAC	EO specific	Basic Units	Academic Activity	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3. RD 861/2008	3	5.3.4.1	<i>In the description of the training activities, do the teaching and learning methodologies contain an accessible and inclusive approach?</i>
CATAC	EO	Basic Units	Academic		3	5.3.4.2	<i>Is it stated the mentor figure as a support for the students</i>

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5. TEACHING PLANNING							
	specific		Activity				<i>with disability?</i>
ANECA	General					5.3.5	Are the learning activities of each module or subject area consistent with the dedication established for students?
ANECA	General					5.3.6	Are the learning activities of each module or subject area appropriate for the timing organization established? (Semi-annual, quarterly, or weekly, etc...)?
ANECA	General					5.3.7	Does the evaluation system proposed allow evaluating the learning outcomes obtained per student?
CATAC	EO specific	Basic Units	Academic Activity	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3. RD	2	5.3.7.1	<i>Can the assessment system evaluate the learning outcomes achieved by students taking into account the EOUA</i>

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5. TEACHING PLANNING							
				861/2008			<i>principles?</i>
ANECA	General					5.3.8	Is there included information on the students' permanence norms (information included in section1)
CATAC	EO specific	Basic Units	Academic Activity	Section 1.4 Annex 1 RD 861/2010	3	5.3.8.1	<i>Is there included information about the students' permanence rules having into account the EOUA principles? (information present in section 1)</i>

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Table 17. Academic staff

6. ACADEMIC STAFF							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Issue
ANECA	General					6.1	6.1. TEACHING STAFF AND OTHER HUMAN RESOURCES NECESSARY AND AVAILABLE
ANECA	General					6.1.1	Is it specified the academic staff available, its academic category, and their type of connection to the university and their teaching and research experience?
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; article 3.5.b) RD 1393/2007	3	6.1.1.1	<i>Is there specified the academic staff available, their academic category, their labour relation with the university and their teaching and research experience, in order to implement properly the curriculum according to EOUA</i>

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6. ACADEMIC STAFF							
							<i>principles?</i>
ANECA	General					6.1.2	Is it stated the support staff available, its connection with the university and their professional experience?
CATAC	EO specific	Basic Units	Academic Activity	DFX ^a LIONDAU; article 3.5.b) RD 1393/2007	3	6.1.2.1	<i>Is there specified the administrative staff available, their labour relation with the university and their experience, in order to impalement properly the curriculum according to EOUA principles?</i>
ANECA	General					6.1.3	Have there been established which are the academic staff and other human resources' needs to carry out the curriculum consistent with the curricula, the ECTS, the involved branches of

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6. ACADEMIC STAFF							
							knowledge, the number of students and other relevant variables?
CATAC	EO specific	Basic Units	Academic Activity	DAIV ^a LOU 2007; article 14.2 RD 1393/2007 & section 4.3. RD 861/2008	3	6.1.3.1	<i>Are there established which are the needs of academic staff and other necessary human resources to carry out the curriculum in line to ECTS, the branches of knowledge involved, number of students, EOUA principles and other relevant variables?</i>
CATAC	EO specific	University	Academic Activity	Article 14.1 LIONDAU	3	6.1.4	<i>Are there mentioned research and innovation actions in relation to disability?</i>

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6. ACADEMIC STAFF							
CATAC	EO specific	University	Academic Activity		3	6.1.4.1	<i>Are there mentioned research groups related to disability, universal accessibility, design for all, people in a dependence situation...?</i>
CATAC	EO specific	University	Academic Activity		3	6.1.4.2	<i>Are there mentioned scholarships or other activities designed to guide students with disability into teaching and research?</i>
ANECA	General					6.2	6.2. ACCOMODATION OF THE TEACHING AND SUPPORT STAFF IN THE CURRICULA AVAILABLE
ANECA	General					6.2.1	Are the profile and educational training of the available academic and support staff appropriate having into

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6. ACADEMIC STAFF							
							account the objectives of the degree?
CATAC	EO specific	University	Services	Article LIONDAU	12		6.2.1.1 <i>Are the profile and training of the available academic and support staff appropriate having into account the degree's objectives and the EOUA principles?</i>
CATAC	EO specific	University	Services	Article LIONDAU	12	2	6.2.1.1.1 <i>Is there planned the provision of training courses for the academic staff on accessibility and design for all?</i>
CATAC	EO specific	University	Services	Article LIONDAU	12	2	6.2.1.1.2 <i>Is there planned the provision of training courses for the administrative staff on accessibility and design for all?</i>
ANECA	General						6.2.2 In the case of degrees with a professional guidance, does the proposal have a teaching staff

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6. ACADEMIC STAFF							
							with enough experience to properly manage the practices in the company?
ANECA	General					6.2.3	In the case of joint programs, have there been made agreements to organize the professor incorporation to the different universities involved?
ANECA	EO specific	University	Legal guidelines/ regulation	Article 38 LISMI		6.2.4	In the recruitment of teaching staff, are there planned mechanisms to guarantee the principles of equal opportunities between men and women and of no discrimination of people with disability?
CATAC	EO specific	University	Legal guidelines/ regulation	Article 38 LISMI	1	6.2.4.1	<i>Are there evidences on the adequate reservation of job posts for employees with disability?</i>

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6. ACADEMIC STAFF							
CATAC	EO specific	University	Legal guidelines/ regulation	Article 38 LISMI	1	6.2.4.2	<i>Are there evidences on the accommodations and reasonable adjustments of time and means in the selection processes?</i>

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Table 18. Material resources and services

7. MATERIAL RESOURCES AND SERVICES							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Aspect
ANECA	General					7.1	7.1. 7.1. AVAILABLE MATERIAL RESOURCES AND SERVICES
ANECA	General					7.1.1	Do the available material and service resources in the university guarantee the development of planned learning activities?
CATAC	EO specific	University	Legal guidelines/ regulation	Article LIONDAU 16	1	7.1.1.1	<i>Is it mentioned the existence of a Master plan for the Equal opportunities for the people with disability?</i>
CATAC	EO specific	University	Environment and Equipment	DFV ^a LIONDAU & section 7.1 RD 861/2010	1	7.1.1.2	<i>Is there a Comprehensive Plan for accessibility?</i>
CATAC	EO	University	Environment	DFVIII ^a LIONDAU	3	7.1.1.3	<i>Is it explicitly stated the</i>

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	specific		and Equipment				<i>accessibility present in transport to get to the university? Public/private transport.</i>
CATAC	EO specific	University	Environment and Equipment	DFV ^a LIONDAU & section 7.1 RD 861/2010	1	7.1.1.4	<i>Is it described the accessibility present in facilities and services? (Physical accessibility, ICT accessibility, in learning...)</i>
CATAC	EO specific	University	Environment and Equipment	DFV ^a LIONDAU & section 7.1 RD 861/2010	2	7.1.1.4.1	<i>Are there accommodated study places?</i>
CATAC	EO specific	University	Environment and Equipment	DAV ^a LSSI & DFVII ^a LIONDAU	1	7.1.1.4.3	<i>Is the ICT accessibility granted? For example, is it mentioned the compliance of WAI/TAW criteria or ISO regulations on the Web?)</i>
CATAC	EO specific	University	Environment and Equipment	DFV ^a LIONDAU & section 7.1 RD 861/2010	1	7.1.1.4.4	<i>Is it mentioned the list of assistive products available to guarantee equal opportunities to all students in the classroom</i>

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							<i>and laboratories</i>
ANECA	General					7.1.2	Is there included information about agreements that regulate the participation of other bodies in the development of the regulatory activities? Do those agreements include enough detail and are established according to the current legislation?
ANECA	General					7.1.3	Do the material and service resources available in the collaborating bodies guarantee the development of planned learning activities?
CATAC	EO specific	Basic Units	Environment and Equipment	DAIV ^a LOU 2007	2	7.1.3.1	<i>In the case of career-oriented degrees, are the professional practices to achieve the degree's objectives define</i>

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							<i>properly and with equal opportunities?</i>
ANECA	EO specific	University	Environment and Equipment		1	7.1.4	Do the material resources and services in the university, and in the partner institutions, observe the universal accessibility and the design for all criteria?
ANECA	General					7.1.5	Is it made explicit the mechanisms for doing or guaranteeing the review and maintenance of the materials and services available in the university and the partner institutions, as well as the mechanisms for their updating? [R]
CATAC	EO specific	University	Environment and Equipment	DFV ^a LIONDAU & section 7.1 RD 861/2010	3	7.1.6	<i>Are there public or private funds to improve accessibility?</i>
ANECA	General					7.2	7.2. PLANNED MATERIAL AND

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							SERVICE RESOURCES
ANECA	General					7.2.1	In case there are not available all the needed material and service resources when proposing the curriculum, are the plans for the provision of new infrastructure and services enough and do they justify the accommodation of the needs of the curricula? In case there are not available all the needed material and service resources when proposing the curriculum, are the plans for the provision of new infrastructure and services enough and do they justify the accommodation of the needs of the curricula?
CATAC	EO specific	University	Environment and Equipment	DFV ^a LIONDAU & section 7.1 RD 861/2010	3	7.2.1.1	<i>Are there mentioned improvements in terms of accessibility?</i>

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Table 19. Planned results

8.PLANNED RESULTS							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Issue
ANECA	General					8.1	8.1. INDICATORS ESTIMATION
ANECA	General					8.1.1	Have there been made a justified estimation of the relevant indicators that at least include the rates of graduation, dropout and efficiency? Have there been taken into account from the referents the obtained data in the development of the planned curricula?
CATAC	EO specific	Basic Units	Legal guidelines/ regulation		3	8.1.2	<i>Are there mentioned relevant indicators which include, at least, the rates for enrolment, graduation, dropout and success for students with disability?</i>

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8.PLANNED RESULTS							
ANECA	General					8.2	8.2. PROCEDURAL FOR ASSESSING THE PROGRESS AND LEARNING OUTCOMES
ANECA	General					8.2.1	Has the university defined a general procedure that allows an assessment of the progress and the results of the students' learning outcome? (External exams, final year project, etc.)
CATAC	EO specific	Basic Units	Legal guidelines/ regulation		3	8.2.2	<i>Has the university defined a procedure to evaluate the learning progress and results of students with disability? (External exams, final year Project, etc.)</i>

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Table 20. Quality assurance system.

9. QUALITY ASSURANCE SYSTEM.							
Source	Type	Competence	Sphere	Regulatory ref.	Priority	Level	Issue
ANECA	General					9.1	9.1. RESPONSIBLES FOR THE CURRICULUM QUALITY ASSURANCE.
ANECA	General					9.1.1	Is there identified any body or unit responsible for the quality assurance system in the curriculum and is there defined their functioning regulation or norms? (structure and composition)
ANECA	General					9.1.2	Is it specified how the participation of professors, students, academics in charge, support staff and other external agents is articulated in the previously mentioned body? [R]

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9. QUALITY ASSURANCE SYSTEM.							
CATAC	EO specific	University	Environment and Equipment	No legal requirement	3	9.1.3	Does the university have a certificate on the Universal Accessibility management system according to the Spanish standard UNE 170001-2?
CATAC	EO specific	University	Environment and Equipment	No legal requirement	3	9.1.4	<i>Does the university have the European eAccessibility Certification-Euracert, or something equivalent?</i>
ANECA	General					9.2	9.2. PROCEDURES FOR THE EVALUATION AND IMPROVEMENT OF THE TEACHING QUALITY AND THE TEACHING STAFF
ANECA	General					9.2.1	Are there defined procedures for the gathering and analysis of information on the teaching quality and is there specified how it is going to use that information in the revision and improvement

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9. QUALITY ASSURANCE SYSTEM.							
							of the curriculum development?
ANECA	General					9.2.2	Are there defined procedures for the gathering and analysis of information about the learning outcomes and is there specified the way this information is going to be used for the revision and improvement of the curriculum development?
ANECA	General					9.2.3	Are there defined procedures for the gathering and analysis of information about the teaching staff and has it been defined how this information is going to be used for the revision and improvement of the curriculum development?
CATAC	EO specific	University	Academic Activity		3	9.2.4	Are there mentioned procedures for the collection and analysis of information about Equal

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9. QUALITY ASSURANCE SYSTEM.							
							opportunities for students with disabilities to improve the quality of teaching? Is it specified how to use this information in the revision and improvement of the curriculum?
ANECA	General					9.3	9.3. PROCEDURES FOR ASSURING THE QUALITY IN THE EXTERNAL PARCTICUMS AND THE MOBILITY PROGRAMS.
ANECA	General					9.3.1	Are there defined procedures for the gathering and analysis of information on the external practicum and is there specified the way this information is going to be used for revision and improving the curriculum development?
CATAC	EO specific	Basic Units	Environment and Equipment	DFV ^a LIONDAU	3	9.3.1.1	<i>Are there defined the procedures for collecting and analyzing information about the</i>

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9. QUALITY ASSURANCE SYSTEM.							
							<i>accessibility of the external practicum? And is defined how this information will be used in the revision and improvement of the curriculum development?</i>
ANECA	General					9.3.2	Are there defined procedures for the gathering and analysis of information on the mobility programs and is there specified the way this information is going to be used for the revision and improvement of the curriculum development?
CATAC	EO specific	Basic Units	Environment and Equipment	DFV ^a LIONDAU	3	9.3.2.1	<i>Are there defined the procedures for collecting and analyzing information about the accessibility of mobility programs accessibility? And is specified how this information will be used in the revision and improvement of the curriculum development?</i>

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9. QUALITY ASSURANCE SYSTEM.							
ANECA	General					9.4	9.4. PROCEDURES FOR THE ANALYSIS OF THE GRADUATE'S JOB INSERTION AND TRAINING SATISFACTION
ANECA	General					9.4.1	Are there defined procedures for the gathering and analysis of information about job insertion?
CATAC	EO specific	University	Services		3	9.4.2	<i>Are there defined the procedures for collecting and analysing the information on the labour insertion of students with disability?</i>
ANECA	General					9.4.3	Is there specified the way this information on the job insertion is going to be used in the revision and improvement of the curricula development? [R]
ANECA	General					9.4.4	Are there defined procedures for the gathering and analysis of the

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9. QUALITY ASSURANCE SYSTEM.							
							information about the satisfaction with the training?
ANECA	General					9.4.5	Is it specified how the information on the training satisfaction is going to be used on the revision and improvement of the curriculum development? [R]
ANECA	General					9.5	9.5. PROCEDURES FOR THE ANALYSIS AND SATISFACTION OF THE DIFFERENT GROUPS INVOLVED AND ALSO THE RESPONSIBLE GROUP FOR GATHERING THE SUGGESTIONS AND COMPLAINTS. CRITERIA FOR THE TERMINATION OF A DEGREE.
ANECA	General					9.5.1	Are there defined procedures for the gathering and analysis of information related to the satisfaction of the involved groups in the degree?

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9. QUALITY ASSURANCE SYSTEM.							
CATAC	EO specific	University	Academic Activity		3	9.5.1.1	<i>Are there defined procedures for the collection and analysis of information on the satisfaction of students with disability?</i>
ANECA	General					9.5.2	Is there specified the way the information on the satisfaction of the groups involved is going to be used in the revision and improvement of the curriculum development? [R]
ANECA	General					9.5.3	Are there defined appropriate procedures for gathering and analysing the information on the students' suggestions or complaints?
CATAC	EO specific	University	Services	DFV ^a LIONDAU	3	9.5.3.1	<i>Are there procedures for collecting and analysing information on the suggestions or complaints of students with</i>

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9. QUALITY ASSURANCE SYSTEM.							
							<i>disability?</i>
ANECA	General					9.5.4	Is there specified the way the information on the students' suggestions or complaints is going to be used for the revision and improvement of the curricula? [R]
ANECA	General					9.5.5	Are there mechanisms for publishing information that reach all the groups involved or interested in the curriculum, its development and results? [R]
ANECA	General					9.5.6	Are there defined specific criteria and procedures for a possible termination of the degree?

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Table 21. Implementation calendar

10. IMPLEMENTATION CALENDAR			
Source	Type	Level	Issue
ANECA	General	10.1	10.1. DEGREE'S IMPLEMENTATION TIMELINE.
ANECA	General	10.1.1	Is there defined a timeline stating in a coherent way the implementation process of the new curricula?
ANECA	General	10.2	10.2. ACCOMODATION OF THE STUDENTS COMING FROM PRE-EXISTING CURRICULA.
ANECA	General	10.2.1	Does the procedure for accommodating the existent students to the new curriculum make possible such accommodation?
ANECA	General	10.3	10.3. TEACHINGS TO BE EXTINGUISHED
ANECA	General	10.3.1	Are the teachings that are becoming extinct, due to the introduction of the proposed degree, clearly specified?

UNIVERSITY AND DISABILITY OBSERVATORY



The University and Disability Observatory (UDO), with this research proposes two fundamental objectives: knowing and evaluate the implementation degree of the principles of equal opportunities on grounds of disability and universal accessibility in the curricula from the Spanish public university degrees; and make proposals to determine and verify, at a greater extent, the applications of such principles.

The choice of this subject is based on two main motivations. On one side, the Spanish university system is in a consolidation point of the convergence process of European Higher Education Area. In that process there have been put to test the university's definition and writing of the curricula and the ANECA's evaluation processes. On the other side, the knowledge acquired by the UDO in the previous research leads to the conclusion that it is a priority to approach the curricula from the perspective of the equality or opportunities and universal accessibility principles to continue with the UDO task on revealing how to increase the presence of students with disability in our Universities.

UDO is an initiative of ONCE foundation, focused in the cooperation and social integration of people with disability, and the Accessibility Chair from the *Universitat Politècnica de Catalunya -UPC BarcelonaTech*. This initiative has the mission of studying and analyzing different aspects of accessibility and disability in the Spanish university context. This task is carried out through reports whose findings, conclusions and good practices construction are made public.

