



**HUNGARIAN UNIVERSITY OF AGRICULTURE AND LIFE
SCIENCES
ORGANISATIONAL AND OPERATING
REGULATIONS**

**III. VOLUME:
STUDENT REQUIREMENTS SYSTEM**

III.1. STUDY AND EXAMINATION REGULATIONS

Annex 2:

**III.1.2. REGULATIONS ON BENEFITS ENSURING EQUAL
OPPORTUNITIES FOR
STUDENTS WITH SPECIAL NEEDS**

Effective from 1 August, 2025

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I. GENERAL PROVISIONS

The Senate of the Hungarian University of Agricultural and Life Sciences (hereinafter referred to as the University), in agreement with the Student Council of the Hungarian University of Agriculture and Life Sciences (hereinafter referred to as the University Student Council), pursuant to Act CCIV of 2011 on National Higher Education (hereinafter: NHE.), Government Decree 87/2015. (IV. 9.) (hereinafter: NHE. Executive Order) on the implementation of certain provisions of Act CCIV of 2011 on national higher education, the University establishes Annex 2 to the Study and Examination Regulations (hereinafter: SER): Regulations on benefits ensuring equal opportunities for students with special needs (hereinafter: Regulations) as follows.

For the purposes of these Regulations, students with special needs shall be understood to mean students (applicants) with disabilities as defined in Section 108(6) of the NHE as follows: students (applicants) with disabilities: a person with a motor, sensory, or speech impairment, a person with multiple disabilities, a person with autism spectrum disorder or other psychological developmental disorders (severe learning, attention, or behavioral disorders). Certain benefits may be available to students with chronic illnesses not associated with disabilities (hereinafter: chronically ill students) and those who have been diagnosed with integration, learning or behavioral difficulties (ILBD (Integration, Learning and Behavioural Difficulties)) in an expert opinion prepared during their public education.

The University Student Welfare Committee (hereinafter referred to as USW Committee) may also consider applications from students with chronic illnesses and ILBD expert opinions with regard to the determination of study discounts.

When determining chronic illness, the USW Committee bases its decision on the opinion of a specialist and the illnesses listed in Part II of Annex 1 to Decree 5/2003. (II. 19.) Ministry of Healthcare, Family and Social Affairs on illnesses and disabilities entitling the holder to a higher family allowance.

When defining ILBD, the concept of students struggling with Integration, Learning, and Behavioral Difficulties as defined in Section 4(3) of Act CXC of 2011 on National Public Education shall be taken as a basis: based on an expert opinion prepared during public education studies, a student who significantly underperforms in relation to their age, struggles with social relationship problems, learning and behavioral control difficulties, and who was not classified as having special educational needs in public education, but as an ILBD student.

II. PROVISIONS RELATING TO THE DETERMINATION AND CERTIFICATION OF DISABILITY

1. §

- (1) Students with special needs shall certify the type of their disability with an expert opinion issued by the body specified in Section 63 (2) or (3) of the NHE Implementing Regulation as follows:
 - a) if the student's disability or special educational needs already existed during secondary education, the disability or special educational needs can be verified by an expert opinion issued by the county (capital) educational service institutions and their member institutions acting as county expert committees;
 - b) if the student's disability or special educational needs did not exist during secondary education, the disability that arose later can be verified by an expert opinion issued by the ELTE National Pedagogical Service.

- (2) If a student who is not a Hungarian citizen does not have a place of residence in Hungary, or, failing that, a place of stay, the disability may be certified by a certified Hungarian translation of an expert opinion issued abroad, notwithstanding the provisions of Section 1(1). In the case of an expert opinion issued in English, a certified Hungarian translation is not required. Information on the acceptability of expert opinions issued in English shall be published on the University's website.
- (3) Students with disabilities who are enrolled in higher education, as well as students with chronic illnesses and students with ILBD, may submit their request for a discount or exemption to the campus coordinator responsible for students with special needs (hereinafter: campus equal opportunities coordinator). In the case of students with disabilities, requests for discounts or exemptions must always be preceded by registration in accordance with paragraph (4). In the case of students with chronic illnesses or ILBD, registration is not required.
- (4) In order to receive assistance, students with disabilities must first register, after which the campus equal opportunities coordinator will decide whether to register them as students with special needs. The campus equal opportunities coordinator can only provide appropriate assistance and advice to students with disabilities in order to enable them to continue their studies if the student initiates the registration process. The application for registration can be submitted via NEPTUN System in the manner described in Section 39 (7) of the SER and regulated in Appendix 4 of the SER, and must be accompanied by the expert opinion referred to in paragraph (1).
- (5) The campus equal opportunities coordinator will assist students in completing the registration application upon request.
- (6) For students with disabilities who established student status during the semester, registration is open until 30 September for the fall semester and 28 February for the spring semester. For students who established student status earlier, registration is open continuously.
- (7) Applications for discounts or exemptions may be submitted via NEPTUN System in accordance with Section 39(7) of the SER and Appendix 4 of the SER.
- (8) Decisions regarding the registration of students with disabilities and related data are recorded in the NEPTUN System by a staff member designated by the Director of Education for each campus.
- (9) Students with chronic illnesses may request the discount(s) specified in Section 10 by submitting a specialist medical opinion, while students with ILBD may request the discount(s) by submitting an expert opinion issued by the county (capital city) educational specialist service institutions and their member institutions acting as county expert committees, using the application template provided for this purpose in NEPTUN System. using the application template provided for this purpose in NEPTUN System.
- (10) Decisions regarding discounts and exemptions are recorded in NEPTUN System by the staff member designated by the Education Directorate for each campus. The campus equal opportunities coordinator shall inform the person responsible for the course by e-mail regarding the courses taken by the student in the semester, if the discount or exemption received affects the given course. The person responsible for the course shall inform the instructors involved in the course.
- (11) If there is a change in the registered student's disability or health condition, they are required to report this change in writing by email to the campus equal opportunities

coordinator within 8 days. The campus equal opportunities coordinator shall inform the student of the further steps to be taken once they have been made aware of the change.

III. DISCOUNTS FOR STUDENTS WITH SPECIAL NEEDS

2. §

- (1) Students with special needs may be granted concessions and exemptions in order to meet the academic requirements during their studies. The University may grant students the following concessions based on their individual circumstances, in accordance with Section 62(1) of the NHE Implementing Regulation:
 - a) the use of oral examinations instead of written examinations, or written examinations instead of oral examinations,
 - b) the use of oral examinations instead of written examinations, or written examinations instead of oral examinations,
 - c) the use of assistive devices and equipment appropriate to the disability during the student's studies and examinations,
 - d) provision of personal assistants, sign language interpreters, oral interpreters, or note-takers during the student's studies and exams,
 - e) for the sake of clarity and comprehension, simultaneous written transcription of lectures and exams, audiovisual presentation, braille, and the use of magnification devices,
 - f) minimizing student waiting times during exams and tests, holding longer exams in several parts, or allowing breaks without leaving the exam room,
 - g) during oral examinations – if requested by students – describing the questions, clarifying expectations and questions, specifying the wording of questions and instructions,
 - h) approval of an individual examination,
 - i) exemption from tasks requiring manual skills, provided that theoretical knowledge is required,
 - j) partial or total exemption from practical requirements, or fulfillment of those requirements in another form, or
 - k) assessment of language proficiency, or exemption from part or all of it.
- (2) Of the benefits referred to in paragraph (1), the primary benefits for each type of disability are listed in Sections 4-10.
- (3) The USW Committee shall decide on all benefits, exemptions, and concessions to which students with special needs are entitled, based on the recommendation of the campus equal opportunities coordinator and the university Equal Opportunities Committee, in accordance with these Regulations partial or full exemptions from academic obligations, and requests for an increase in the number of semesters for which students with special needs are eligible for state scholarships, as well as, if the sample curriculum requires the study of language or technical language subjects, assessing language proficiency through level testing or mid-term or end-of-term examinations, or granting exemptions from part or all of such testing.
- (4) The student may appeal against the decision of the USW Committee within 15 days by submitting a request for review to the Student Review Committee.

- (5) Campuses must appoint a campus equal opportunities coordinator who will assist students with special needs in exercising their rights and fulfilling their obligations arising from their student status, particularly in the cases specified in these Regulations. The campus equal opportunities coordinator shall be appointed by the rector on the recommendation of the campus director. Depending on the number of students on campus, the campus director may appoint more than one equal opportunities coordinator. If more than one campus equal opportunities coordinator is appointed, it shall be determined which coordinators are responsible for students enrolled in the programs of which institutions. The appointment is for a period of three years. The campus equal opportunities coordinator may resign from the position, and the rector may also revoke the appointment. The appointment of the campus equal opportunities coordinator may be renewed.
- (4) The duties of the campus equal opportunities coordinator:
- a) participating in the assessment and registration of applications for discounts and/or exemptions submitted by students with special needs, as well as in decisions on appeals concerning students, with the proviso that the coordinator who participated in the assessment of the application may not participate in the appeal procedure;
 - b) liaising with students with special needs and their support staff;
 - c) providing assistance to students with special needs during their studies and examinations, and organizing consultation opportunities requested by students with special needs;
 - d) making proposals for the use of normative subsidies to support the studies of students with special needs and for the purchase of material resources necessary for providing assistance.
- (6) The campus equal opportunities coordinator must have a higher education degree and expertise in disability issues or professional experience in the field of disability.
- (7) The University must provide the campus equal opportunities coordinator with access to the data necessary for assessing the special treatment required by students with special needs. Access to the necessary data is provided by the Educational Directorate.

IV. GENERAL PROVISIONS RELATING TO EXEMPTIONS

3. §

- (1) At the student's request, a personal assistant may be appointed based on the decision of the campus equal opportunities coordinator. A contract must be concluded with the personal assistant for the performance of personal assistant tasks, if the assistant performs his or her activities for remuneration, specifying the number of hours to be spent on personal assistant tasks during the term of the contract and the remuneration approved by the Chief Financial Officer for the performance of the tasks. Students with special needs may make audio recordings of lectures, but may only use them for their own studies. The instructor must be notified in advance of the audio recording.
- (2) At the request of students with special needs, the instructor or examination committee shall extend the preparation time for written and oral examinations or other assessments by at least 30% compared to the time allocated to students without special needs, in accordance with the provisions of the NHE Implementing Regulation.
- (3) In the case of multiple disabilities, any of the benefits listed in the NHE Implementing Regulation may be granted, taking into account the individual needs of the student. In justified cases, at the student's request and based on an expert opinion, additional or other

benefits may be granted to the student, apart from those listed in the NHE Implementing Regulation.

- (4) Students with special needs may request an increase in the number of semesters covered by the state scholarship in accordance with Section 47(4) of the NHE.
- (5) The deadline for submitting applications for support available to students with special needs through notification or application shall be set so that it is at least five days prior to the deadline for data reporting obligations specified in the legislation.

V. SPECIAL PROVISIONS

1. Special provisions for students with disabilities

4. §

- (1) At the request of a student with limited mobility, the examiner is obliged to allow a written examination instead of an oral examination, or an oral examination instead of a written examination.
- (2) At the student's request and based on the recommendation of the campus equal opportunities coordinator, the course coordinator may grant an exemption from the practical requirements, fieldwork, and geometry and construction tasks, while specifying the full or substitute requirements at the same time.
- (3) In the case of written examinations, taking into account the student's request submitted at least 4 working days in advance, the campus equal opportunities coordinator shall ensure that the USW Committee authorises the use of special equipment, if available, and any necessary aids available to the student.
- (4) Students with disabilities who have difficulty accessing academic buildings, classrooms, or dorm rooms may request assistance from the campus equal opportunities coordinator to help coordinate with the relevant timetable coordinator at the Educational Directorate to schedule their classes in physically accessible rooms, if possible, and to arrange for the provision of physically accessible dormitory accommodation with the relevant dormitory coordinator.
- (5) Based on the recommendation of the campus equal opportunities coordinator and the university Equal Opportunities Committee, the USW Committee may, at the student's request, grant exemption from all or part of the language proficiency or technical language proficiency assessment required to obtain a final certificate.
- (6) Additional discounts may be granted based on the provisions of Section 62 (1) of the NHE Implementing Regulation. In justified cases and at the student's request, other discounts may also be granted.

2. Special provisions for hearing-impaired students

5. §

- (1) At the request of a hearing-impaired student, the examiner is obliged to allow the student to take a written exam instead of an oral exam, and to display what is said in class and during exams in writing at the same time for the sake of clarity and comprehension. The student is required to present the relevant permission to the instructor/examiner if they wish to take advantage of this accommodation in a given subject(s).

- (2) Based on the recommendation of the campus equal opportunities coordinator and the university Equal Opportunities Committee, the USW Committee may, at the student's request, grant exemption from all or part of the language or technical language proficiency assessment required to obtain a final certificate.
- (3) In the case of oral examinations, taking into account the student's request made at least 4 working days in advance, the campus equal opportunities coordinator shall ensure that a sign language interpreter and the necessary aids are provided, if available to the University, and that the sign language interpreter provided by the student and the student's own aids are approved by the USW Committee.
- (4) At the student's request and based on the recommendation of the campus equal opportunities coordinator, the course coordinator may grant partial or full exemption from the practical requirements or allow the requirements to be fulfilled in another form.
- (5) Additional discounts may be granted based on the provisions of Section 62 (1) of the NHE Implementing Regulation. In justified cases and at the student's request, other discounts may also be granted.

3. Special provisions for visually impaired students

6. §

- (1) At the request of a visually impaired student, the examiner is obliged to allow the student to take an oral exam instead of a written exam. The student is obliged to present the relevant permit to the examiner if they wish to take advantage of this concession for a given subject(s).
- (2) Based on the recommendation of the campus equal opportunities coordinator and the university Equal Opportunities Committee, the USW Committee may, at the student's request, grant an exemption from all or part of the language or technical language proficiency assessment required to obtain a final certificate.
- (3) In the case of oral examinations, taking into account the student's request made at least 4 working days in advance, the campus equal opportunities coordinator shall ensure that the necessary aids are provided, if these are available to the University, and that the USW Committee authorises the use of the necessary aids provided by the student. In the case of written examinations, the use of special technical aids may also be permitted. At the student's request, questions and items must be made available in audio, digital, Braille, or enlarged form during lectures, exercises, and examinations.
- (4) At the student's request and on the recommendation of the campus equal opportunities coordinator, the course coordinator may grant exemption from practical requirements, fieldwork, and geometric and construction tasks, while specifying substitute requirements, and may also grant exemption from tasks requiring manual and visual skills.
- (5) Additional discounts may be granted based on the provisions of Section 62 (1) of the NHE Implementing Regulation. In justified cases and at the student's request, other discounts may also be granted.

4. Special provisions for students with speech impairments

7. §

- (1) Students with speech impairments (dysphasia, dyslalia, dysphonia, stuttering, cluttering, aphasia, nasal speech, dysarthria, mutism, severe speech perception and comprehension

disorders, central speech impairment, delayed speech development) may request to take a written exam instead of an oral exam. The student is required to present the relevant permission to the examiner if they wish to take advantage of this accommodation for a given subject(s).

- (2) Based on the recommendation of the campus equal opportunities coordinator and the Equal Opportunities Committee, the USW Committee may, at the student's request, grant an exemption from all or part of the language proficiency or technical language proficiency assessment required to obtain a final certificate.
- (3) In the case of oral examinations, taking into account the student's request submitted at least 4 working days in advance, the campus equal opportunities coordinator shall ensure that the necessary aids are provided, if available to the University, and that the USW Committee authorizes the use of the necessary aids provided by the student.
- (4) At the student's request and on the recommendation of the campus equal opportunities coordinator, the course coordinator may grant an exemption from the practical requirements, specifying alternative requirements at the same time.
- (5) Additional discounts may be granted based on the provisions of Section 62 (1) of the NHE Implementing Regulation. In justified cases and at the student's request, other discounts may also be granted.

5. Special provisions for students with psychological developmental disorders

8. §

- (1) Students struggling with psychological developmental disorders include those with dyslexia, dysgraphia, dysorthography, dyscalculia, hyperactivity, attention deficit disorder, and behavioral control disorders.
- (2) Discounts applicable to students with certain psychological developmental disorders:
 - a) for students with dyslexia, dysgraphia, and dysorthography:
 - aa) oral exam instead of written exam, or written exam instead of oral exam,
 - ab) written exam, in the case of testing, preparation time longer than that specified for students without disabilities,
 - ac) providing the necessary aids (in particular computers, typewriters, spelling dictionaries, explanatory dictionaries, thesauruses) during exams and tests;
 - b) for students with dyscalculia:
 - ba) Exemption from calculation tasks, but theoretical knowledge may be required,
 - bb) the use of all aids during exams and tests that the student has previously worked with during their studies (in particular tables, calculators, configuration, mechanical and manipulative tools), as well as ensuring longer preparation time;
 - c) for hyperactive students with attention deficit disorder:
 - ca) oral exam instead of written exam, or written exam instead of oral exam,
 - cb) providing longer preparation time than that specified for students without disabilities,
 - cc) minimizing student waiting times during exams,

- cd) use of special tools and equipment necessary for completing written tasks,
 - ce) longer exams, holding exams in several parts, allowing breaks without leaving the exam room, allowing physical activity, tolerating emotional expressions,
 - cf) separate exam, separate from other students,
 - cg) Depending on individual characteristics, during oral examinations and tests, if requested by students, questions may be written down or repeated several times, complex questions may be broken down into smaller parts, and assistance may be provided in clarifying expectations and questions,
 - ch) during lectures, exercises, and exams, questions and topics are available digitally on audio devices,
 - ci) provision of a personal assistant during the student's studies;
- d) behavioral control disorders (disorders of socio-adaptive processes, emotional control, aggression directed toward oneself or others, anxiety, behavioral characteristics indicating weak self-regulation, adaptability, goal-oriented behavior, self-organization, and different development of metacognition):
- da) replacing the written exam with an oral exam, and the oral exam with a written exam,
 - db) longer exams, holding tests in several parts or allowing breaks, tolerating individual urges and emotional expressions,
 - dc) separate exam, separate from the other students,
 - dd) during oral examinations – if requested by students – describing the questions, clarifying expectations and questions, simplifying and clarifying the wording of questions and instructions,
 - de) preparation time longer than that specified for students without disabilities,
 - df) provision of a personal assistant during the student's studies.
- (3) The student is required to present their permit containing the concessions specified in paragraph (2) to the examiner if they wish to take advantage of the concession in the given subject(s).
- (4) In the case of oral and written examinations, taking into account the student's request submitted at least 4 working days in advance, the campus equal opportunities coordinator shall ensure that the necessary aids are provided, if they are available to the University, and that the USW Committee authorises the use of the necessary aids provided by the student.
- (5) Based on the recommendation of the campus equal opportunities coordinator and the University Equal Opportunities Committee, the USW Committee may, at the student's request, grant exemption from all or part of the language proficiency or technical language proficiency assessment required to obtain a final certificate.
- (6) Additional support may be granted pursuant to Section 62(1) of the NHE Act Implementing Regulations. In justified cases and at the student's request, other additional benefits may also be granted.

6. Special provisions for students with autism spectrum disorder

9. §

- (1) In the case of students with autism spectrum disorder, the examiner is obliged to allow them to demonstrate their knowledge in a written exam instead of an oral exam, or in an oral exam instead of a written exam. Students are required to present their permission to the examiner if they wish to take advantage of this concession in a given subject or subjects.
- (2) At the request of the student, on the recommendation of the campus equal opportunities coordinator and with the permission of the EDJB, the course instructor shall allow the assessment conditions to be adapted to the student's special needs, make the exam questions clear to the student, simplify the questions if necessary, and allow the questions and instructions to be displayed in writing during oral examinations. At the recommendation of the campus equal opportunities coordinator, the USW Committee may grant exemption from certain practical requirements due to difficulties arising from developmental disorders, or allow these to be replaced by appropriate non-practical tasks.
- (3) In the case of oral and written examinations, taking into account the student's request submitted at least 4 working days in advance, the campus equal opportunities coordinator shall ensure that the necessary aids are provided, if they are available to the University, and that the USW Committee authorizes the use of the necessary aids provided by the student.
- (4) Based on the recommendation of the campus equal opportunities coordinator, the USW Committee may, at the student's request, grant an exemption from all or part of the language proficiency or technical language proficiency assessment required to obtain a final certificate.
- (5) At the student's request and on the recommendation of the campus equal opportunities coordinator, the course coordinator may grant an exemption from the practical requirements, specifying the substitute requirements at the same time.
- (6) Additional discounts may be granted based on the provisions of Section 62 (1) of the NHE Act Implementation Regulations. In justified cases and at the student's request, other discounts may also be granted.

7. Special provisions for students with chronic illnesses and ILBD

10. §

- (1) In the case of chronic illness, based on the opinion of a specialist doctor and the opinion of the campus equal opportunities coordinator and the Equal Opportunities Committee, the USW Committee may provide the student, as well as students living with ILBD, with personalized assistance, but exemption from academic obligations cannot be granted.
- (2) The assistance referred to in paragraph (1) may include, but is not limited to:
 - a) use of oral exams instead of written exams, or written exams instead of oral exams,
 - b) providing longer preparation and response times during exams and tests,
 - c) the use of aids and equipment appropriate to the student's state of health during their studies and examinations,
 - d) provision of personal assistance during the student's studies and examinations,
 - e) minimizing student waiting times during exams, holding longer exams in several parts, or allowing breaks without leaving the exam room,

- f) individual exam permission,
- g) exemption from tasks requiring manual skills, provided that theoretical knowledge is required,
- h) partial or total exemption from practical requirements, or fulfillment of those requirements in another form.

VI. FINAL PROVISIONS

11. §

- (1) These Regulations were adopted by the Senate of the Hungarian University of Agriculture and Life Sciences by Resolution No. 142/2025 (VII.31.) on 31 July, 2025. The amendments shall enter into force on 1 August, 2025, at which time the previous regulations, adopted on 1 February, 2021, and amended several times, shall cease to be in force.

Gödöllő, 31 July 2025.

On behalf of the Senate:

Dr. Csaba Gyuricza
rector, President of the Senate