

### I03. ACCESS4ALL Self-assessment tool - Mapping of dimensions of the ACCESS4ALL HEI

Inclusion is one of the most complex concepts and one of the great challenges for current higher educational contexts characterized by increasing complexity and diversity of students and situations. In light of this, HEIs have to be aware that inclusion involves more than understanding specific educational needs. Inclusion implies a challenge in seeking to understand this new scenario as an opportunity for mutual learning, rather than seeing it as a problem.

The A4A self-assessment tool has been developed for those Higher Education Institutions (HEI) (eg. universities, polytechnics etc.) willing to explore and improve their innovative and inclusive policies. The main goal of this self-assessment tool is help HEIs to identify their current situation and explore feasible areas of development.

The self-assessment tool helps to assess not just the HEI values and principles, but also the main organisational characteristics for promoting innovations, especially those aimed at improving students' inclusion, making HEIs more open and reducing structural discrimination. An A4A HEI is not only an institution committed to students' inclusion, but also a dynamic institution continually involved in innovative processes.

A4A self-assessment tool covers six broad factors organised into two main dimensions:

#### (A) Institutional related factors

1. HEI Organisational maturity (how is your HEI?)
2. Institutional innovation management culture (Is your HEI flexible enough to deal with a Volatile, Uncertain, Complex and Ambiguous environment?)
3. Knowledge sharing (How is your HEI sharing its knowledge both, inside and outside the organisation?)

#### (B) Inclusion related factors

4. Shared understanding of inclusion (Is there a clear and share idea about inclusion in the HEI?)
5. Policies for inclusion (Are your HEI policies clearly encouraging inclusion?)
6. Actions for inclusion (What kinds of inclusion related actions is your HEI developing?)

Each factor included in this self-assessment tool comprises 5 indicators and each indicator presents 4 possible scenarios. Users must choose only one scenario (that which best represents his/her HEI) for each indicator. Alternatively, if any dimension is not relevant for your own institution or you do not have enough information to answer it, you can leave it blank.

The A4A self-assessment tool can be used by individuals (i.e., managers, faculty, staff, students), groups or any kind of formal institutional structure (departments, institutes, schools, etc.). The group and "formal institutional structure" allows for the possibility to open up discussions inside HEIs. The A4A self-assessment tool can be also used to compare different

visions about the same HEI or how HEI perceptions about innovation and inclusion change over time.

### 1. HEI organisational maturity

This first general and comprehensive dimension is constructed according to organisational development theories that focus on both individual and organisational-level change, development and transformation through planned interventions and aim to improve organisational effectiveness (Waddell, Cummings & Worley, 2011). Factors included in this dimension are related to both the internal context of the Higher Education Institution as well as its relationships with the local environment in which it is located (Anderson, 2010).

So, with the aim of drawing a general institutional profile, organisation members should report their agreement with some general but important organisational practices related to how is the HEI working, leadership style, organisational structure, task design and assignment and, finally, environment relationships.

### 2. Institutional innovation management culture

Change management culture refers to the nature and type of institutional values, processes, rules, manifestations and trends regarding changing and adaptation to new external and internal demands challenge.

In the university context there is a tradition of identifying institutional innovative culture. Clark (1998) points out that institutional innovative culture is organized under five main components: powerful management corpus, periphery developed and promoted, diversified funding, motivated academia and entrepreneurship orientation.

Considering not only the innovation management culture, but also the challenge of equity in higher education, our proposal is oriented to the analysis of five components: innovation role, governing board commitment, innovation communication, curricular development and risk management.

### 3. Knowledge sharing

Knowledge sharing (KS) is a knowledge management process, consisting of a mutual exchange of knowledge and joint creation of new knowledge. Therefore, it is necessary to articulate knowledge acquisition, its organization, distribution, reuse and transfer in accordance with collective and organizational benefit.

In Higher Education Institutions knowledge can be explicit or tacit and it may come from both internal and external sources. When the knowledge is identified, it can be shared and can be placed at the service of people and promoted processes of design, development and evaluation. Moreover, to the extent that knowledge is shared, it favours the conservation by being accessible through the support that technological tools can provide, to who will require those in order to improve the performance, service delivery and decision-making.

### 4. Inclusion - shared understanding

To achieve a shared understanding of Inclusion is necessary to take into consideration the implication of many factors that integrate these higher educational contexts. Therefore it is necessary to clarify what these main factors are and if these are institutional, organizational, personal or individual, cultural, social, curricular, political, ethical etc.

Likewise, in the process of developing a shared understanding of inclusion, it is essential to consider that this shared understanding and inclusion practice have to guarantee the social justice principles understood as inclusion related factors. That is, inclusion has to guarantee student's self-determination (their capacity for taking their own decisions), their rights (dignity and respect of their individual cultural, social, values and knowledge), and their access, equity and social participation in higher educational contexts.

### 5. Policies for inclusion

Educational inclusion can be realised if the university senior leaders adopt policies that affect all agents of educative system. The policies for inclusion are only the first steps in attending to the needs of vulnerable students, there are also the necessary conditions for the organisational development and improvement that must be in place. They represent the basis for any future strategies dealing with vulnerable groups.

This dimension includes aspects related to the university governance and management directed related to the inclusion. These aspects are: budget management, staff and especially the training staff have in order to deal with vulnerable students, institutional structures supporting inclusion and strategic actions to enhance the capacity of a HE institutions to respond the needs of vulnerable students' groups. These dimensions are consistent with the Index for Inclusion guidelines (Booth & Ainscow, 2002).

### 6. Actions for inclusion

Educational Inclusion is understood as a process that must allow the right to education, at all levels, and that will be a reality for all subjects. To that end, the inclusion requires the involvement of affected individuals, as well as the collaboration of institutional actors and civil society and the public and private sector.

In the field of Higher Education, we understand inclusion as the process of reducing inequality, and it is linked to the creation of conditions of equity in access, participation, achievement, progress and academic completion (Aponte, 2008; Espinoza and González, 2010). This can be achieved through the design, implementation and evaluation of measures aimed at ensuring opportunities for all and at different times of students' life at the University.

The actions for inclusion must take into account the diversity of students, encourage their active involvement, identify human and material resources needed to support their academic life, and encourage the success in their educational trajectories.

The result of the questionnaire is an organizational profile that will guide the subsequent proposal for improvement. Based on the results of your self-assessment, some guidance notes for improvement are suggested.

The A4A toolkit (available on our website: <http://www.access4allproject.eu/>) also provides a broad bank of good practices, a strategic plan for improving inclusion in HEIs and other material which give ideas and guidance for a real institutional change.

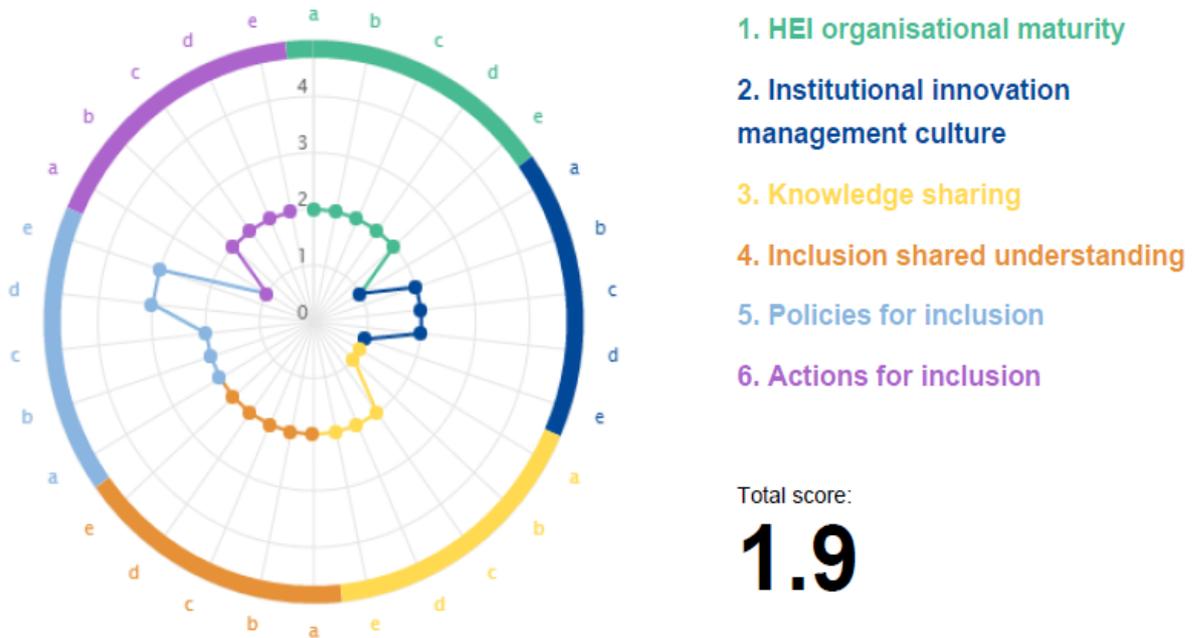


Figure 1. Example of the organisational profile output.

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## Annex 1. A4A Self-assessment tool

### 1. HEI organisational maturity

This first general and comprehensive dimension is constructed according to organisational development theories that focus on both, individual and organisational-level change, development and transformation through planned interventions and aimed to improve organisational effectiveness (Waddell, Cummings & Worley, 2011). Factors included in this dimensions are related to both internal context of the Higher Education Institution as well as its relationships with the local environment in which it is located (Anderson, 2010).

So, with the aim of drawing a general institutional profile, organisation members should report their agreement with some general but important organisational practices related to how is the HEI working, leadership style, organisational structure, tasks design and assignment and, finally, environment relationships.

#### a. Organisational approach: How do you define your HEI?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization designs its interventions regardless of its structural characteristics and personnel.	My organization is dynamic and work around a shared vision.	My organization continually reviews its underlying policies and objectives to improve.	My organization makes the most of the internal knowledge and share it with other organizations.

#### b. Leadership: What kind of leadership is “predominant” in your HEI?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The leader/director is autocratic. He/She make decisions based on his/she own ideas and does not accept any input from HEI members.	The leader/director delegates the implementation of activities, but controls results.	The leader/director trust on the autonomy and responsibility of HEI schools, departments, groups and individuals.	The leader/director trust on the autonomy and responsibility of groups and individuals, and she/he is actively involved in organizational activities

#### c. Organisational structure: What does your HEI structure look like?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organizational structure is rigid and mostly vertical	My organizational structure is flexible, although with limitations, and project oriented	My organizational structure allows a certain autonomy of organizational bodies and personnel.	My organizational structure depends on the relationships between people (the structure promotes networking)

#### d. Tasks assignment: How are tasks designed, assigned and shared?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functional and hierarchical distribution of tasks determines the regular functioning of my organization	The professional relationship is between subgroups (departments, teaching teams, etc.).	In my organization there are continuous evaluation processes that contribute to redefine the activities undertaken and challenges for different subgroups.	My organization allows fully horizontal relationships linked to the knowledge each person brings

e. Environment relationships: What level of relationships is your HEI establishing with the environment / context?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization tends to remain unconnected to the context in which it is located	My organization tends to established relationships (based on specifics projects) with the external environment	The external dynamics (results, new requirements, etc.) constantly affects the organizational activity	My organization has relationships of mutual influence with other institutions (through networking)

## 2. Institutional innovation management culture

Change management culture refers to the nature and type of institutional values, processes, rules, manifestations and trends regarding changing and adaptation to new external and internal demands challenge.

In the university context there is a tradition of identifying institutional innovative culture. Clark (1998) points out that institutional innovative culture includes five main components: powerful management corpus, periphery developed and promoted, diversified funding, motivated academia and entrepreneurship orientation.

Considering not only the innovation management culture, but also the challenge of equity in higher education, our proposal is oriented to the analysis of five components: innovation role, governing board commitment, innovation communication, curricular development and risk management.

### a. Innovation role: What is the role of the innovation processes in your HEI?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Governing boards do not expect substantial changes in the coming years, so they do not think that innovation is necessary.	Governing boards expect some changes in the HE sector in the coming years and they know it will affect university programs and processes. Yet they will act when the changes arrive. The innovation resources experience strong fluctuations.	Governing boards expect some changes in the HE sector and work on a strategic planning taking these changes into account. However, there is no direct link between this strategic vision and innovation resources.	Governing boards work on strategic planning, taking into account new context trends, what other HEI do and new technologies. From this strategy medium and long-term goals and a plan for innovation resources emerge. There is also a surplus for unplanned projects.

### b. Governing board commitment: Do the governing board share the idea that innovation must be managed and we cannot improvise?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When problems appear someone acts to solve them.	Some proposals for innovation involving only some members of the organization are produced.	There are some people in charge of innovation processes who share their progress report with all the organization.	Innovation is an institutional value that allows for anticipation of problems and it is linked to the institution management.

### c. Innovation communication: How is you HEI embedding innovation in the internal and external HEI communication processes?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to information is restricted. Only authorized persons have access to the communication channels and resources.	People and teams taking part of innovation processes have access to organizational communication channels and resources.	There is an explicit organizational communication strategy (channels, resources, etc.).	All agents involved in the process have the necessary information to assist in the innovation dissemination.

d. Curricular development: how is the teaching and learning designed, developed and improved?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum is just an administrative formality and it does not determine students' teaching/learning.	The curriculum is considered to be an explicit common framework that gives coherence to teachers' interventions.	There is a chance to introduce innovations in the curriculum to suit the different learning needs.	The curriculum is flexible and can adapt to the needs of students and the demands of the environment.

e. Risk management: How are your HEI dealing with the risk associated to any innovation process?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No actions are envisaged to prevent or identify risks and there is resistance to innovation.	When risks and resistances are evident, some people try to solve them.	There is a model for resistance identification depending on the different innovation scenarios.	All innovation planning is accompanied by actions that anticipate and identify risks and resistances.

### 3. Knowledge sharing

KS is a knowledge management process, consisting of a mutual exchange of knowledge and joint creation of new knowledge. Therefore, it is necessary to articulate knowledge acquisition, its organization, distribution, reuse and transfer in accordance with collective and organizational benefit.

In Higher Education Institutions knowledge can be explicit or tacit and it may come from both internal and external sources. When knowledge is identified, it can be shared and can be placed at the service of people and promoted processes of design, development and evaluation. Moreover, to the extent that knowledge is shared, it favours the conservation by being accessible through the support that technological tools can provide, to who will require those in order to improve the performance, service delivery and decision-making.

a. Individuals: Are people sharing their knowledge with other staff in your HEI?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionals usually work individually and hardly share their knowledge with other staff of HEI.	Professionals occasionally share their knowledge and expertise, and sometimes they participate with other staff to discuss common issues.	Professionals share their knowledge and expertise with other staff of HEI, and occasionally collaborate to solve joint problems.	Professionals regularly share their knowledge and expertise, and cooperate with other staff of HEI to develop new knowledge.

b. Organisation: How is your HEI promoting knowledge sharing between their members?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The collaboration between the staff of the organization is somewhat spontaneous, responding to individual initiatives and unplanned ones.	The organization facilitates the joint work of the staff with different professional profiles and expertise.	The organization supports the staff joint work with different professional profiles and expertise.	The organization encourages the staff joint work with different professional profiles and expertise, fostering a climate of cooperation.

c. Tools: What kind of tools can your HEI staff use to share knowledge?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff do not use any technology resource to share their knowledge with other members of the organization.	Staff use some technological resources to share their knowledge with other members of the organization.	Staff usually use technological resources, approved by the HEI, to share their knowledge with other members of the organization.	Staff frequently use tools and resources, provided and approved by the HEI, to share their knowledge with other members of the organization.

d. Structural aspects: Which kind of structural aspects in your organisation facilitate knowledge sharing?

<input type="checkbox"/> The organization does not have spaces or time for professionals to meet and share their knowledge.	<input type="checkbox"/> The organization has some spaces and time for professionals to meet and share their knowledge.	<input type="checkbox"/> The organization has planned spaces and time for professionals to meet and share their knowledge.	<input type="checkbox"/> The organization promotes and provides spaces and time for professionals to meet and share their knowledge.
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e. External knowledge sharing: How is your HEI promoting knowledge sharing with other institutions?

<input type="checkbox"/> The HEI occasionally participates with other local and national institutions to generate and share experiences that improve care for vulnerable groups.	<input type="checkbox"/> The HEI participates with other local and national institutions to generate and share experiences that improve care for vulnerable groups.	<input type="checkbox"/> The HEI collaborates with other national and international institutions to generate and share experiences that improve care for vulnerable groups.	<input type="checkbox"/> The HEI promotes strategic alliances with other national and international institutions to generate and share experiences that improve care for vulnerable groups and promote the internationalization of knowledge.
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#### 4. Inclusion - shared understanding

To achieve a shared understanding of inclusion is necessary to take into consideration the implications of many factors that integrate higher educational contexts. Therefore it is necessary to clarify what these main factors are and if these are institutional, organizational, personal or individual, cultural, social, curricular, political, ethical, and so on. Likewise, through the process of achieving a shared understanding of inclusion, it is essential to consider how shared understanding and inclusion practices guarantee social justice principles understood as inclusion related factors. That is, how they guarantee student's self-determination (their capacity for taking their own decisions), their rights (dignity and respect of their individual cultural, social, values and knowledge), and their access, equity and social participation in higher educational contexts.

- a. Philosophy and mission of inclusion in your HEI: Does your HEI understand and recognize inclusion? Is there an inclusion approach?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HEI neither understands nor recognizes inclusion. There is no inclusion approach.	HEI is beginning to understand and recognize inclusion. There is a contingent approach. Inclusion is understood in an emerging stage.	HEI understands and recognizes inclusion and is focussed on ensuring the development of its institutional and individual capacity to sustain inclusion efforts. There is an alternative approach. Inclusion is understood in a developing stage.	HEI has fully woven inclusion into its institutional fabric, but continues to assess its efforts to ensure sustainability in an ever-changing environment. There is an inclusive approach. Inclusion is understood in a transforming stage.

- b. Inclusive current activity: is inclusion a concept and practice embedded in your HEI vision, mission, strategies, policies, procedures and practices?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion is not embedded. HEI is not committed to widening participation in higher education. Students are not involved. Low enrolment and high dropout are identified	HEI is committed to participation in higher education, meeting the needs of a specific target group: disabled students (e.g. through special arrangements, extra evaluation time, support professionals, etc.).	HEI is committed to widening participation in higher education, meeting the needs of a range of disadvantaged group of student.	HEI is strategically committed to widening participation in higher education, meeting the needs of all the students with a fully inclusive campus. Students are encouraged to interact with HEI and its stakeholders. High enrolment and low dropout are identified.

- c. Inclusion processes, values commitment and engagement: how are the inclusion values shared and understood by the HEI community (students, teachers, administrative and support staff, governing boards)?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is no inclusion engagement and involvement of HEI and its stakeholders. They do not support inclusion and do not understand and share it like an essential process and strategic priority.	HEI and its stakeholders support inclusion and understand and share it like an essential process and strategic priority but only for specific group of students (disabled students) and focus for staff with a special interest.	HEI and its stakeholders support inclusion and understand and share it like an important priority for a wider range of disadvantaged group of student.	HEI and its stakeholders support inclusion and understand and share it like an essential process and strategic priority. They establish a culture where inclusion is considered a distinct strength and viewed as a valuable resource for all the students.

- d. Students' support and involvement: Does your HEI understand inclusion of students as part of its institutional life and recognise the importance in providing students with social status and participation opportunities in the different areas of your HEI?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HEI does not understand inclusion in this way and students are not encouraged to participate in any of the different activities of HEI's several specific areas.	HEI understands inclusion in this way but only for disabled students in the specific areas addressed to them.	HEI understands inclusion in this way for a wider range of disadvantaged group of student. They take part and are involved in various life areas, and can access to the necessary resources.	HEI understands inclusion in this way for the entire student in all aspects of institutional life.

- e. Organizational ethics towards inclusion: Are your HEI's inclusive principles (norms, values, resources, practices, etc.) consistent with social justice principles and avoid prejudices about students' inclusion?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HEI is not committed to the inclusion of all students. There is neither predisposition nor support for inclusion.	HEI has a tendency to be an ethical organization but only in relation to inclusion of students with disabilities. The HEI is slightly prejudiced against other students' inclusion. There is predisposition but insufficient support for inclusion.	HEI has a tendency to be an ethical organization in relation to inclusion of a wider range of disadvantaged group of students. There is predisposition and sufficient support for inclusion.	HEI is a fully ethical organization in relation to inclusion of all students. There is predisposition and fully support for inclusion.

## 5. Policies for inclusion

Educational inclusion is real if the people in power and in positions of high responsibility adopt policies that affect all actors in an educative system. The policies for inclusion are only the first steps for attending to the needs of vulnerable students but there are also the conditions for the organisational development and improvement. They represent the basis for any future strategies dealing with vulnerable groups.

This dimension includes aspects related to the university governance and management directed related to the inclusion. These aspects are concerning: budget management, staff and especially the training staff have in order to deal with vulnerable students, institutional structures supporting inclusion and strategic actions to enhance the capacity of a HE institutions to respond the needs of vulnerable students' groups. These dimensions are consistent with the Index for Inclusion guidelines (Booth & Ainscow, 2002).

a. Budget: does the institutional budget include "policies for inclusion"?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The HE institution does not include specific budget to develop policies for inclusion	HE institution has some budget to develop policies for inclusion	HE institution agree together with the staff the budget dedicated to the policies for inclusion	HE institution has a specific budget for inclusion divided into specific actions and plans for it

b. Staff training: does the institution have staff trained to assist vulnerable students' groups?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The HE institution communicates the policies of vulnerable students to staff	The HE institution communicates the policies of vulnerable students at staff and train this	The HE institution elaborate the policies of vulnerable students with staff and train the staff for this	The HE institution elaborate the policies of vulnerable students together with staff, train the staff accordingly and assess the impact of this training program

c. Structures: does the institution have special structures dealing with the inclusion of vulnerable students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The HE institution has structural units for attend the vulnerable students	The HE institution has structural units that explore the needs of vulnerable students and establish the	The HE institution has structural units for supporting vulnerable students and evaluating the efficacyof the	The HE institution has structural units for supporting vulnerable students and involving them in future actions

	communication with them	actions	
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d. Code of practice: does the institution have an Education Code of Practice for inclusion?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The HE Institution has an Education Code of practice for inclusion in order to reduce the barriers for learning of all students	The HE Institution has an Education Code of practice for inclusion elaborated with the staff for reduce the barriers of all students for learning	The HE Institution has an Education Code of practice for inclusion which is elaborated with the educational community and the vulnerable students it represents in order to reduce the barriers for learning of all students	The HE Institution has an Education Code of practice for inclusion and involve all the community in the follow-up of actions carried out, in order to reduce the barriers for learning of all students

e. Facilities: has the institution adapted the physical buildings to be accessible to all people?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The HE Institution has made the more essential spaces of its buildings physically accessible to all people	The HE Institution has made the more essential spaces of its buildings physically accessible to all people but also improves the access each year	The HE Institution has made the more essential spaces of its buildings physically accessible to all people but makes progress each year on the accessibility according to the needs that vulnerable students report.	The HE Institution has made all spaces and buildings physically accessible to all people

## 6. Actions for inclusion

The Educational Inclusion is understood as a process that must allow the right to education, at all levels, and for all subjects. To that end, the inclusion requires the involvement of affected individuals, as well as the collaboration of institutional actors and civil society and the public and private sector.

In the field of Higher Education, we understand inclusion as the process of reducing inequality, and it is linked to the creation of conditions of equity in access, participation, achievement, progress and academic completion (Aponte<sup>2</sup>, 2008; Espinoza and González<sup>3</sup>, 2010). This can be achieved through the design, implementation and evaluation of measures aimed at ensuring opportunities for all and at different times of students' life at the University.

The actions for inclusion must take into account the diversity of students, encourage their active involvement, identify human and material resources needed to support their academic life, and encourage the success in their educational trajectories.

### a. Access actions: How is your HEI facilitating students' access?

<input type="checkbox"/> The HEI has no actions to promote student access to Higher Education.	<input type="checkbox"/> The HEI takes specific actions for the promotion and recruitment of students to Higher Education.	<input type="checkbox"/> The HEI has general programs for student promotion and recruitment to Higher Education.	<input type="checkbox"/> The HEI has a plan to promote higher education recruitment and facilitate students' access to Higher Education, including actions targeting specific groups.
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### b. Incorporation actions: How is your HEI facilitating students' access?

<input type="checkbox"/> The HEI has no actions to promote admission and welcome of students.	<input type="checkbox"/> The HEI takes specific actions to facilitate the admission and welcome of students.	<input type="checkbox"/> The HEI has general admission and welcome programs for students.	<input type="checkbox"/> The HEI has a plan of admission and welcome for students, which includes specific actions for different groups and types of education.
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### c. Retention actions: How is your HEI track record on student retention ?

<input type="checkbox"/> The HEI occasionally takes action to facilitate retention of students in their training programmes.	<input type="checkbox"/> The HEI has actions to facilitate retention of students in Higher Education.	<input type="checkbox"/> The HEI provides programs, counselling and mentoring to facilitate retention of students in Higher	<input type="checkbox"/> The HEI has a mentoring action plan that provides a strategic structure, programmes and
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		Education.	services to facilitate retention of students in Higher Education.
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d. Graduate actions: How is your HEI facilitating students' transition after their graduation?

<input type="checkbox"/> The HEI has no actions to facilitate the transition of students to other education or labour markets after completing their degrees.	<input type="checkbox"/> The HEI has actions to facilitate the transition of students to other education or labour markets after completing their degrees.	<input type="checkbox"/> The HEI provides programs and services to facilitate the transition of students to other education and labour markets after completing their degrees.	<input type="checkbox"/> The HEI has specialized programmes and services connected with the environment to facilitate the transition of students to other education and labour markets after completing their degrees.
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e. Transversal actions: How is your HEI giving support to the students with special needs?

<input type="checkbox"/> The HEI recently has specific support services and student aid programs.	<input type="checkbox"/> The HEI has consolidated support services and student aid programs.	<input type="checkbox"/> The HEI has consolidated support services and student aid programmes. These have the collaboration of academic staff, administrative staff and students.	<input type="checkbox"/> The HEI offers consolidated support services and student aid programmes. These have the participation of academic staff, administrative staff and students. These services and programs are integrated with other organisations.
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