



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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Reasonable Accommodation Policy for Students with Disabilities

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1. Context

Trinity College Dublin, the University of Dublin, hereinafter referred to as Trinity, is committed to ensuring that students with disabilities have as complete and equitable access to all facets of Trinity life as can reasonably be provided. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended), the Universities Act 1997, and the HEA Act 2022.

This policy should be read in conjunction with (and is subject to) the relevant provisions of the [University Calendar](#) and [the 2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#).

As stated in the [University Calendar](#), students with disabilities are encouraged to register with the Disability Service to seek supports where the disability could affect their ability to participate fully in all aspects of the course. Reasonable Accommodations will be put in place only after a student has registered with the Disability Service.

2. Purpose

The purpose of this policy and the associated Code of Practice (Appendix 1) is to provide a framework for the provision of Reasonable Accommodations for students with disabilities studying in Trinity.

3. Benefits

- 3.1 The policy defines standard and non-standard Reasonable Accommodations available to students with disabilities.
- 3.2 The policy explains how Reasonable Accommodations are granted and communicated to all relevant stakeholders.
- 3.3 The policy demonstrates Trinity's compliance with relevant national legislation and policies.

4. Scope

- 4.1 This policy applies to all undergraduate and postgraduate students with disabilities studying at Trinity who are registered with the Disability Service, and only for the duration of their registration with the Disability Service.
- 4.2 The most common forms of standard Reasonable Accommodations agreed in this policy are outlined in the Code of Practice, see Appendix 1.
- 4.3 A procedure for requesting a non-standard Reasonable Accommodation is outlined in the Code of Practice, see Appendix 1.

4.3 This policy applies across the university community and includes students and staff and any other persons providing goods and/or services associated with the functions of the university. All of these are responsible for ensuring that they adhere to the relevant sections of this policy.

5. Principles

5.1 Trinity will strive to create an environment where students are comfortable in disclosing a disability and are provided with opportunities to do so at various stages throughout their time at Trinity.

5.2 Trinity endorses the principles of inclusive teaching, learning, and assessment.

5.3 Trinity will strive to ensure that its courses and programmes are as inclusive and as accessible as possible.

5.4 Students with disabilities who are registered with the Disability Service will have access to appropriate academic Reasonable Accommodations and/or additional services as determined by a Needs Assessment carried out by a suitably qualified staff member in the Disability Service and in accordance with the individual's certified disability.

5.5 The student, the academic staff, Schools, Departments, the Disability Service and the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies are key partners in the development and provision of Reasonable Accommodations, which enable the student's participation in all teaching, learning, and assessment.

6. Definitions

6.1 **Disability:** The legal definition of disability stipulated in the Employment Equality Act 1998 and Equal Status Acts (2000) as amended, is as follows:

- “the total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body,
- the presence in the body of organisms causing or likely to cause, chronic disease or illness,
- the malfunction, malformation or disfigurement of a part of a person's body,
- a condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or
- a condition, illness or disease which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour

and shall be taken to include a disability which exists at present, or which previously existed but no longer exists, or which may exist in the future, or which is imputed to a person.” A disability is significant, long term and/or enduring in nature, lasting longer than a year.

- 6.2 **Reasonable Accommodation:** A Reasonable Accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness.

As per [The Equal Status Act 2000](#): “[D]iscrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service.”

Factors influencing the determination of what is reasonable will include: the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage; whether the steps would significantly compromise the academic standards or professional practices associated with the course of study; health and safety issues; the effect on other students; and the financial and other cost to the institution. For the purpose of this policy, Reasonable Accommodations are defined as standard or non-standard Reasonable Accommodations.

- 6.3 A **standard Reasonable Accommodation** is defined as an amendment to the student’s teaching, learning and assessment which enables them to participate fully in their education.
- 6.4 A **non-standard Reasonable Accommodation** occurs when the University recognises that Schools may need to consider providing alternative non-standard teaching, learning, and assessment methods where standard Reasonable Accommodations are not sufficient to meet the needs of the student.

7. Policy

- 7.1 Trinity welcomes applications from prospective students with disabilities and is committed to making Reasonable Accommodations to enable students to fully participate in student life.
- 7.2 Students with disabilities are encouraged to disclose their disability to the Trinity Disability Service.
- 7.3 Disability Service staff are facilitators in the process of advising and/or providing Reasonable Accommodations and, as such, are viewed as experts in the area of Reasonable Accommodations and as a resource to both students and academic departments in the identification and implementation of Reasonable Accommodations in teaching, learning, and assessment.

- 7.4 Reasonable Accommodations are determined on a case-by-case basis through a Needs Assessment. This is carried out by a suitably qualified staff member in the Disability Service. A Needs Assessment takes into account the nature of the disability, course requirements, and individual differences. The agreed Reasonable Accommodations are reported in the Learning Educational Needs Summary (LENS).
- 7.5 Standard Reasonable Accommodations (Appendix 1, Code of Practice, Section 2) identified through the Needs Assessment process, carried out by a suitably qualified staff member in the Disability Service, are communicated to the relevant academic and service area via the LENS contained in the student record in SITS. The Reasonable Accommodation in question will be put in place, unless a specific rationale is provided by the academic area for not implementing it. (Appendix 1.1 – Request for Non-Standard Reasonable Accommodation in Teaching, Learning, and/or Assessments).
- 7.6 All Reasonable Accommodations not covered in Appendix 1; Section 2 are considered as non-standard requests (Appendix 1, Section 3). The Disability Service will engage with the relevant School's Director of Teaching and Learning (undergraduate or postgraduate as appropriate) or Programme/Course Director to determine if the accommodation being requested can be implemented and/or if it constitutes a 'Reasonable Accommodation'. If there is agreement, then the Reasonable Accommodation will be recommended to the Senior Lecturer/Dean of Undergraduate Studies or Dean of Graduate Studies, as appropriate, for consideration and approval (Appendix 1.1 – Request for Non-Standard Reasonable Accommodation in Teaching, Learning, and/or Assessments).
- 7.7 If the Disability Service and the School/ Department do not reach an agreement as to the requested non-standard Reasonable Accommodation, firstly, efforts should be made to assess whether an alternative, effective, and reasonable form of accommodation can be made for the student in question.
- 7.8 In the event of an agreement on an alternative, effective and reasonable form of accommodation not being reached, the matter will be referred to the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies, as appropriate, who will adjudicate as to what, if any, accommodation should be made for the student in question. The decision of the Senior Lecturer/Dean of

Undergraduate Studies or the Dean of Graduate Studies will be final, binding on all parties, and will be communicated to all relevant parties including the student, the relevant School's Director of Teaching and Learning (undergraduate or postgraduate as appropriate) or Programme/Course Director, the Disability Service, and the Academic Registry (Records & Case Management and Assess, Progress & Graduate teams).

- 7.9 LENS reports can be reviewed and amended if, for example, circumstances change and /or additional information is provided. The student or academic staff member can contact the Disability Service at any time to request a review and update of a LENS report.
- 7.10 All Trinity staff should maintain appropriate confidentiality (as per Data Protection legislation and Trinity policies) of records and communication concerning students with disabilities, except where the disclosure is authorised by the student.

8. Responsibility

- 8.1 The academic teaching, learning, and assessment responsibilities within this policy lie primarily with the relevant School's Director of Teaching and Learning (undergraduate or postgraduate as appropriate) or Programme/Course Director. Escalation for approval or determination shall be to the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies, as appropriate.
- 8.2 The service area responsibilities within the policy lie with the Chief Operating Officer – Corporate Service Division.
- 8.3 Students with disabilities have a proactive responsibility to register with the Disability Service, provide the required disability evidence, and follow Trinity's procedures if they wish to obtain Reasonable Accommodations.

9. Complaints

- 9.1 Complaints relating to the implementation (or failure thereof) of this policy or its attendant code of practice are to be made using the University's Student Complaints Procedure.
- 9.2 A student may raise a complaint relating, but not limited, to the following perceived issues:
- The quality or standard of Reasonable Accommodations applied
 - The suitability of Reasonable Accommodations applied
 - A failure or inaction of the Disability Service, or a School, or the Senior Lecturer/ Dean of Undergraduate Studies, or the Dean of Graduate Studies, or any administrative or support service or division, or any staff member to follow the administrative processes outlined in this policy and its attendant Code of Practice.

10. Related Documents

- 10.1 Code of Practice for the provision of Reasonable Accommodations for Students with Disabilities – Appendix 1
- 10.2 Trinity [Trinity Guidelines for Students and Staff on the Modification of Examination and Assessment Arrangements for Students with Disabilities – Appendix 2](#)
- 10.3 [Fitness to Practice policy](#)
- 10.4 [Fitness to Study Policy](#)
- 10.5 [Equality Policy](#)
- 10.6 [Data Protection Policy](#)

11. Document Control

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Appendix 1: Code of Practice for the provision of Reasonable Accommodations for Students with Disabilities

1.0 Introduction

Trinity College Dublin, the University of Dublin, is committed to ensuring that students with disabilities have as complete and equitable access to all facets of Trinity life as can reasonably be provided. Trinity has adopted a Reasonable Accommodation Policy, which is applicable to all students with disabilities studying in Trinity. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended), the Universities Act 1997, and the HEA Act 2022.

As stated in the Trinity Calendar, students with disabilities are encouraged to register with the Disability Service to seek supports where their disability could affect their ability to participate fully in all aspects of the course.

This policy and code of practice have been aligned with a national policy called '[Inclusive Learning and the Provision of Reasonable Accommodations to Students with Disabilities in Irish Higher Education](#)', agreed by the Disability Advisors Working Network (DAWN), and the Association for Higher Education Access & Disability (AHEAD), in developing standardised teaching, learning, and assessment procedures for students with disabilities in Higher Education in Ireland.

2.0 Purpose of the Code of Practice

This code of practice provides a framework for documenting the University's reasonable accommodation provision for students with disabilities and will be reviewed regularly, based on feedback from students, members of staff, and other stakeholders.

3.0 Legislative Background

The Equal Status Act 2000 (amended) prohibits discrimination at an 'educational establishment'. Section 7 of the Act defines an educational establishment as:

".. a pre-school service within the meaning of Part VII of the Child Care Act, 1991, a primary or post-primary school, an institution providing adult, continuing or further education, or a university or any other third-level or higher-level institution, whether or not supported by public funds."

- All higher education institutions are covered by the Act, and the Act prohibits all educational establishments from discriminating on the basis of any of the discriminatory grounds in the legislation, including disability. Educational establishments are prohibited from directly and indirectly discriminating in relation to:

- The terms or conditions of admission,
- Access to any course,
- Access to any facility or benefit provided, or any other term or condition of participation in the establishment,
- Expulsion of a student or any other sanction against a student - Section 7.

Direct discrimination for the purposes of the Act is defined as treating one person less favourably than another on one of the discriminatory grounds, including disability (section 3(1)). Indirect discrimination is a provision that can be in the form of a requirement or practice that applies equally to all prospective or existing students, but which operates to the disadvantage of one group, such as students with disabilities, or can be complied with by a substantially smaller proportion of students with disabilities when compared with able-bodied students - Section 3(1) (c).

4.0 Reasonable Accommodation – Definitions and Application

For the purpose of this policy and all Trinity policies relating to students with disabilities, a Reasonable Accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness.

As per [The Equal Status Act 2000](#): “[D]iscrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service.”

Reasonable Accommodations are defined as standard or non-standard Reasonable Accommodations:

A standard Reasonable Accommodation

Is defined as an amendment to the student’s teaching, learning and assessment which enables them to participate fully in their education.

A **non-standard Reasonable Accommodation** occurs when the University recognises that Schools may need to consider providing alternative non-standard teaching learning and assessment methods where standard Reasonable Accommodations are not sufficient to meet the needs of the student.

The application of a Reasonable Accommodation will result from consideration of the circumstances of the individual student and will involve the student in discussion of possible courses of action. What is ‘reasonable’ for Trinity will vary according to a range of factors and will depend on the circumstances of the individual case. Factors influencing the

determination of what is reasonable will include: the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage; whether the steps would significantly compromise the academic standards or professional practices associated with the course of study; health and safety issues; the effect on other students; and the financial and other cost to the institution.

5.0 Reasonable Accommodations in assessment

The University has responsibilities under the Equal Status Act, to ensure that students with disabilities are not disadvantaged for reasons relating to their disability in its methods of assessment.

Adjustments to assessment for a student with a disability may take one of two general forms:

(a) Modifying the circumstances under which the existing assessment is taken (b) Providing an alternative/equivalent form of assessment.

In only a very small number of cases the effects of the student's disability are such that an alternative form of assessment is required.

6.0 Trinity Policy on Confidentiality for Students with Disabilities

Trinity encourages students with disabilities to disclose information on their disability to the Disability Service before they apply to Trinity or at any point during their studies. Such disclosure is encouraged so that Trinity can work with the student to ensure that reasonable accommodations are identified and facilitated in conjunction with the student. An electronic record of the student's contact with the Disability Service is held securely in accordance with the Data Protection Act (1998, as amended), and information provided to the Disability Service is regarded as 'sensitive personal data'. The information may also be used for statistical and monitoring purposes without the student's identity being revealed. Any documentation or information presented in disclosing a disability is held by the Disability Service, and specific medical or other documentation will not be disclosed to any third party except where necessary to provide Reasonable Accommodations. Where a student requests, and is granted any form of Reasonable Accommodation, such as extra time in exams, or permission to record lectures, the Disability Service will, in consultation with the student, disclose relevant information to the individuals in those

Schools/Departments/Services (e.g. Academic Registry) responsible for providing or facilitating students in accessing such accommodations. In such instances, only information relevant to the particular situation will be disclosed. Where academic staff contact the Disability Service for advice regarding individual students, staff will be informed that it is

necessary to obtain the permission of the student in writing, before the individual case is discussed.

7.0 Support Provision for Students with Disabilities

[Trinity's Disability Service](#) is the first point of contact for all students with disabilities. The Disability Service works in partnership with staff from across the University and external stakeholders to offer a range of support mechanisms tailored to meet the diverse needs of individual students.

8.0 Disclosure of Disability

Trinity is committed to providing students with disabilities with the opportunity to meet a suitably qualified staff member in the Disability Service to discuss the Reasonable Accommodations required. Once a student discloses a disability and seeks disability support via the [online disability reasonable accommodation application process](#) and provides the appropriate evidence of disability they will be invited to complete a Needs Assessment to identify their Reasonable Accommodations.

9.0 Reasonable Accommodation Decision Making Process

9.1 Needs Assessment

Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs.

The following areas are addressed:

- Nature of disability or condition, to include impact on education, severity, hospital admissions etc.
- Treatment: any medication they are taking, outpatient appointments, such as physiotherapy
- Previous support: arrangements made at secondary school, if any
- Current difficulties: difficulties the student anticipates that they have or may have with their course requirements
- Access to equipment and IT facilities.
- Appropriate academic and disability support. These might include, for example, accessible class venues, in-course support, examination support arrangements, and extended library loans.

The Needs Assessment process also helps determine whether the student is eligible for additional disability support through relevant disability funding such as the HEA Fund for

Students with Disabilities for specialist disability support, assistive technology, and/or transport.

9.2 Learning Educational Needs Summary (LENS) Reports

Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary ([LENS](#)) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

9.3 Professional Learning Educational Needs Summary (PLENS) Reports

Students with disabilities on professional courses may require additional disability support on placement. Following the Needs Assessment, the student's Disability Officer prepares an Individual Professional Learning Educational [Needs Summary \(PLENS\)](#) detailing the Reasonable Accommodations to be implemented. These Reasonable Accommodations are determined in consultation with the Placement Co-Ordinator and the Placement Educator. The information outlined in the PLENS is communicated to the relevant School via the student record in SITS.

9.4 Review of Support

Students registered with the Disability Service will be contacted twice-yearly to review their support requirements. This process provides students with an opportunity to review and provide feedback on the quality of support received during the year. It also allows students to discuss their needs for the following academic year and to request changes to their support provision where additional support is required or support is no longer necessary. Students can contact the Disability Service for a review of their support at any time during the academic year if the impact of their disability changes or they do not feel the Reasonable Accommodations in place adequately address their needs.

9.5 Communication of Reasonable Accommodations to School Staff

Following the Needs Assessment by the Disability Service and the submission of appropriate evidence of a disability by the student, a LENS report is disseminated to the student's School via the student record in SITS. Schools should ensure that the LENS is disseminated to staff who are required to implement Reasonable Accommodations within the School. For research students, this is normally only the Supervisor and Director of Postgraduate Teaching & Learning. This information should be disseminated in line with the Data Protection Act 1988 (as amended) and University data protection policy. Further information on dealing with personal and sensitive data can be obtained from the University's Data Protection Officer.

9.6 Confidentiality

Information about disability is classed as sensitive personal data and will be processed by the University in accordance with the Data Protection Act 1998 (as amended) and the University's Data Protection Policy.

The University cannot pass on personal or sensitive information without the student's written permission. When the student registers with the Disability Service (DS), they are asked to sign a 'Consent to disclose form' allowing the DS to forward on any relevant information regarding their disability and/or support needs. This allows the DS to forward the LENS report via the student record in SITS. General background details of the student's specific disability will be included in the LENS. A student is not obliged to reveal detailed information to the School about their disability. In some instances, it may be useful for the School to know, but in many cases, it may not be relevant to the Reasonable Accommodation support. A discussion about disability disclosure usually takes place between the DS staff member and the student, with the student deciding what information may be passed on during the LENS approval process.

9.7 Dissemination of the LENS and ensuring Implementation of Reasonable Accommodations

Reasonable Accommodations and LENS reports are available on the student's record in SITS.

Schools must ensure they have a system in place to capture the Reasonable Accommodations specified on the SITS student record.

It is the responsibility of each School to have an effective dissemination and implementation system in place to allow for information on Reasonable Accommodations to be circulated to all relevant lecturers and administrative staff e.g. those organising examinations and timetabling.

10.0 School Disability Liaison Officer (DLO)

Trinity has a well-established support system at School-level to ensure the needs of students with disabilities are addressed. Each School has a nominated staff member who is a key contact for issues relating to disability support, called a Disability Liaison Officer (DLO).

The role of the School DLO is to oversee/monitor the School's process to ensure the effective dissemination and implementation of Reasonable Accommodations proposed by the Disability Service. The DLO's responsibilities include the following:

- To ensure that School staff who need to be aware of students' Reasonable Accommodations have access to the information in SITS.

- To raise with the relevant Director of Teaching & Learning and/or the Disability Service any concerns regarding accommodations that may impact the academic integrity or core competence standards of teaching and learning within the School.
- Liaising with Disability Service staff, their School's Directors of Teaching & Learning and Programme/Course Directors and assisting in making Reasonable.
- Accommodations for students and exchanging information as required.
- The DLO is the first point of contact for students with disabilities when dealing with disability queries.
- The DLO should have a general awareness and understanding of University and School policies, procedures, and practices, and how these may impact on students with disabilities and long-term conditions.
- The DLO should also have an awareness and understanding of Equality and Disability legislation, to ensure that their School is compliant with the legislation and is promoting inclusive learning for all students.
- The DLO is not expected to have expert knowledge of disability issues. However, it is important that they work in collaboration with the Disability Service to identify training needs within the school. Further information on the role of the DLO can be found on the Disability Service website, [here](#).
- To be part of a University-wide network of DLOs for the purposes of sharing expertise, good practice and relevant knowledge, skills, and experience. The network will be supported by the Disability Service.
- To report to Academic Registry any technical issues with the SITS system for sharing students' (LENS) Reasonable Accommodations.
- To develop effective working relationships and establish positive lines of communication with the DS.
- To attend training, workshops, and information events organised by the Disability Service.

11.0 Role of DUTL/DUPTL or Programme/Course Director

The role of the Director of Teaching & Learning or Director of Postgraduate Teaching & Learning or Programme/Course Director is to deal with all non-standard Reasonable Accommodation requests as outlined below.

12.0 Standard Reasonable Accommodations

As stated in the Reasonable Accommodation Policy, standard Reasonable Accommodations identified through the Needs Assessment process by the Disability Service are accommodations that alleviate a substantial disadvantage for students with disabilities. It is expected that the standard Reasonable Accommodations stated in the LENS report will be put in place. In cases where a Reasonable Accommodation cannot be applied and a specific rationale is provided, the non-standard decision route will apply. **Diagram 1** below outlines the standard Reasonable Accommodations decision making process and all teaching, learning, and assessment standard Reasonable Accommodations are explained below.

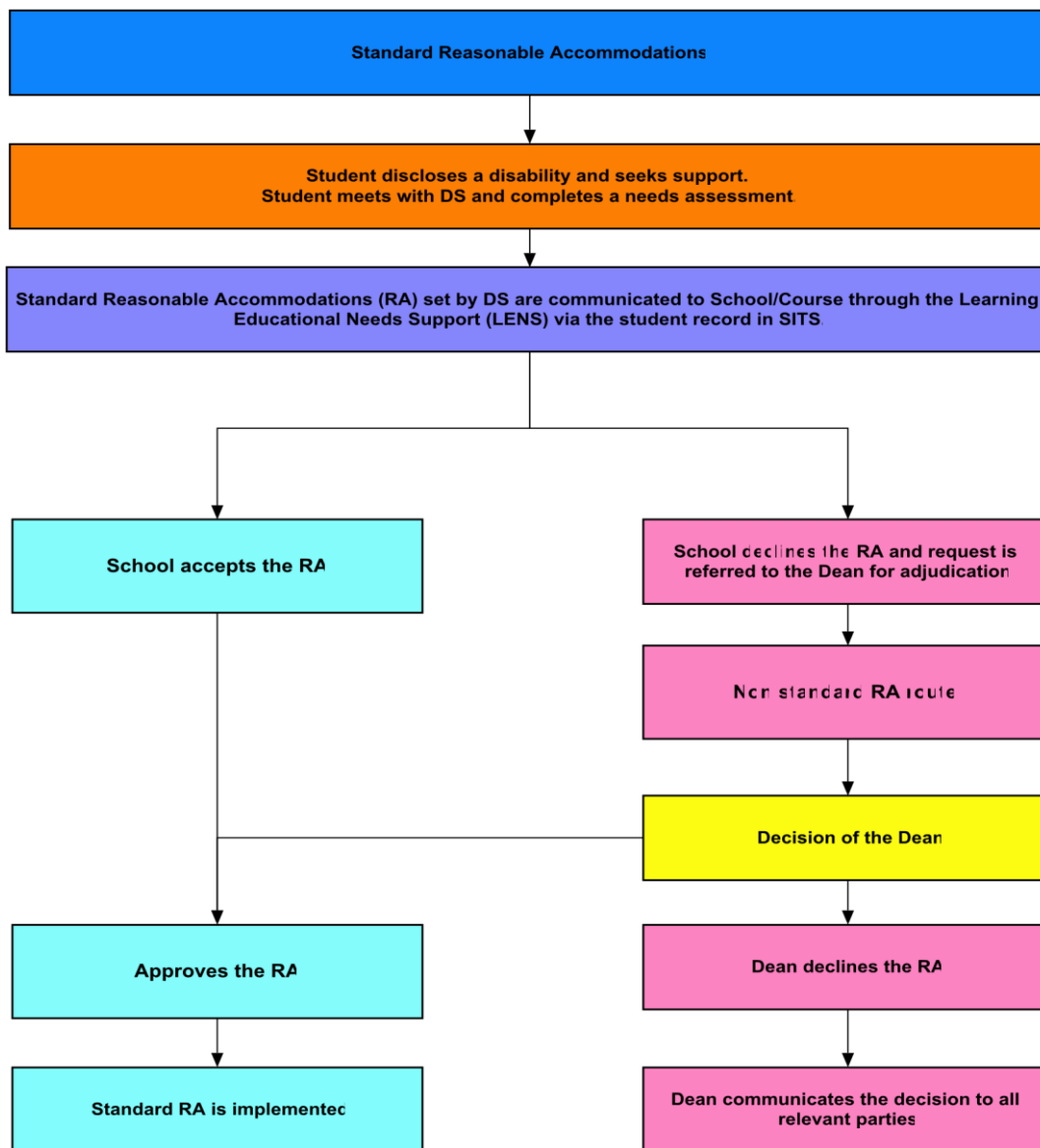


Diagram 1 - Standard Reasonable Accommodations approval process

12.1 Standard Reasonable Accommodation - Examination

Trinity is committed to ensuring that its examination system (undergraduate and taught postgraduate programmes) as far as possible enables students with disabilities who are registered with the Disability Service to compete equally with their non-disabled peers.

Trinity will endeavour to ensure that its examination procedures are effective in assessing the knowledge and abilities of all students, whilst at the same time ensuring the maintenance of academic standards. During the student's Needs Assessment, the Disability Service will discuss appropriate Reasonable Accommodations to enable students to be assessed fairly.

Reasonable Accommodations will be communicated to the Assessment, Progression & Examinations team (Academic Registry) for implementation during the main examination periods. Students should make requests for exam accommodations as early as possible in the academic year. Deadlines are set to ensure the Assessment, Progression & Examinations team can set up Reasonable Accommodations for examination purposes. For further information on the Trinity policy and procedures and deadlines for determining Reasonable Accommodations in Trinity examinations, please view Appendix 2, the Trinity [Guidelines for students and staff on the modification of examination and assessment arrangements for students with disabilities.](#)

Standard disability examination accommodations are listed here:

Examination accommodations
10/15/20 Minutes an hour extra time
Special Furniture
Scribe
Reader
Low distraction venue
Individual venue
Group exam venue
Enlarge paper to A3 – FONT size specified
Disclosure of disability sticker – marking guidelines for dyslexic and deaf students
Use of computer
Electronic paper
Food and drink in examinations
LENS Report – specifying additional information on examination accommodations

12.2 Standard Reasonable Accommodation - Teaching & Learning

The University endorses the practice of inclusive teaching, learning, and assessment, and aims to ensure that courses are accessible and enable full participation for all students. Schools are encouraged to ensure that accessibility is a key consideration when developing new courses or when redesigning or evaluating existing courses.

Reasonable Accommodations must be made to any aspect of teaching or assessment that would substantially disadvantage a student with a disability in relation to their peers, unless this accommodation would compromise the academic standards or professional practices associated with the course of study. As indicated in the policy, Reasonable Accommodations are based on disability evidence and information obtained at the Needs Assessment carried

out by the Disability Service. All standard Reasonable Accommodations listed below are in the LENS report and communicated via the student record in SITS.

12.3 Standard disability teaching, learning accommodations

Teaching and Learning Accommodations
Allow additional time to develop practical skills
Provide accessible teaching & learning locations
Allow student to record lectures
Allow personal assistant/lab assistant/academic assistant
Prioritised reading lists
Provide enlarged hand-outs
Provide feedback on continuous assessment
Provide lecture material in advance, wherever possible
Repeat questions before answering
Professional Placement and Internship supports
Ensure Field trips and off-campus visits are accessible
Use of audio devices in teaching venues – microphones
Student will have access to a note taker in lectures
Permission to eat and/or drink in teaching venues
Use of assistive technology in teaching & learning venues
Permission to take rest breaks in teaching and learning session
Irish Sign Language Interpreter in teaching and learning sessions
Marking the Work of Students with Dyslexia or who are Deaf/Hard of Hearing
Course Material in Alternative Formats

Allow additional time to develop practical skills - Where possible, students with reduced fine motor skills; processing speed difficulties; or disabilities which can cause pain, fatigue, or reduced mobility, should be given additional time to develop alternative techniques or to practice specific practical skills.

Provide accessible teaching and learning locations - Most teaching and learning spaces in Trinity are accessible but there are some buildings that are not accessible or are only partially accessible. If a student has an accessibility issue, the DS will communicate this in the LENS report and ask that the School ensure that all teaching venues are accessible. Schools can view the [accessibility of Trinity buildings](#).

Allow students to record lectures - Students with disabilities may be permitted to record lectures and tutorials if as part of the Needs Assessment it is deemed a reasonable adjustment by the Disability Service. Students are advised that all recordings remain the property of the University and are for personal use only. As in the case of provision of lecture notes, the student will sign a [Trinity Permission to Record lectures form](#) with the Trinity Disability Service that states that the recordings made are for their own personal use and will not be shared. Where a recording of a lecture is not permitted, it will be necessary for the lecturer to provide a suitable alternative (i.e. a transcript of the lecture).

This is in the Trinity College Calendar (Part II – General Regulations) as per the extract below:

“Students with disabilities may be permitted to record lectures if it is deemed a Reasonable Accommodation by the Disability Service. Students will be advised that all recordings remain the property of College and are for personal use only.”

See also DATA PROTECTION (section VIII) and COPYRIGHT (Section IX) of the [University Calendar](#).

Allow personal assistant/lab assistant/academic assistant - Some students may require an Educational Support Worker (ESW) to attend their lectures or labs to assist them with a physical task such as note-taking or carrying equipment or materials.

Provide Prioritised reading lists (wherever possible) - Subject librarians should receive reading lists from lecturers well in advance of the beginning of the course/module. Annotated reading lists and texts that need to be provided in an alternative format for students with sensory/print disabilities should be provided in advance.

Provide enlarged handouts - [the Trinity Accessible Information Policy](#) recommends that printed material be provided in a sans serif font, like Arial, and a font of size 12pt. Some students with significant visual impairments require a larger font size to make their texts readable. A request for enlarged handouts will specify the size of the font.

Provide feedback on continuous assessment – Lecturers should make themselves available for students with disabilities to receive feedback on their continuous assessment and course demands. This will allow students to get reassurance on meeting course demands.

Provide lecture materials in advance, wherever possible – Due to their disability, some students have difficulty with concentration and processing information and therefore may require handouts of PowerPoint presentations or slides in advance of class to ensure that they are not placed at a significant disadvantage in comparison to their peers. Where, for academic or professional practice reasons, a School is unable to provide this Reasonable Accommodation, it is important that the appropriate academic member of staff liaises with the Disability Service to discuss alternative Reasonable Accommodations.

Repeat questions before answering - Repeating questions will allow students time to reflect on what the question means and give them time to come up with their own answer. This helps students with a hearing impairment and those with processing difficulties and is a useful inclusive teaching strategy that will assist all students, not just those with a disability.

Professional Placement and Internship supports - The Disability Service, as part of the Needs Assessment process, can help students on professionally accredited courses prepare for placement/internships. They can also provide advice to placement staff on disability related issues. The Disability Service works closely with students and placement staff to provide guidance by:

- Discussing work placement demands as part of the Needs Assessment process and encouraging students to start thinking about the impact of their disability, and the types of Reasonable Accommodations that may be required.
- Helping students understand the disclosure process and support them to make informed choices about disclosure.
- Supporting students to engage with placement staff if Reasonable Accommodations are required.
- Providing guidance to placement staff on disability related issues and Reasonable Accommodations that may be needed.
- Attend placement planning meetings if required to identify work placement needs.

Ensure field trips and off-campus visits are accessible - Lecturers should consider the accessibility of field trip locations. By providing full details of field trips in advance, students can make sure field trips are accessible and organise travel arrangements.

Use audio devices in teaching venues - microphones - Lecturers should use a microphone to assist those with hearing difficulties if requested and included in the LENS report.

Student will have access to a note taker in lectures - The Needs Assessment process explores all appropriate solutions to assist with note taking difficulties and students are expected to engage with the Reasonable Accommodations that are identified through this process. Technology solutions are explored in the first instance. It is the student's responsibility to complete the training that is provided and to become proficient in the use of that technology. A note taker may be provided in the absence of a technological solution and/or where the student is unable to handwrite or type notes due to the impact of a disability.

Permission to eat and/or drink in teaching venues - Permission to eat or drink should be given to the student if required by his / her disability. For example, lecturers should be aware that diabetics may require food at specific times.

Use of Assistive Technology (AT) in teaching and learning venues - Lecturers should allow the student to use a laptop or computer to take notes or use assistive technology software during class. Students have a responsibility to use the AT solely for this purpose in class.

Permission to take rest breaks in teaching and learning session - Lecturers should allow the student to take rest breaks if stated in the LENS. This may involve taking a short break between classes. The lecturer should note that a student with such a disability may sit close to the exit to allow for this, or may be absent for certain periods of the teaching session.

Irish Sign Language (ISL) Interpreter in teaching and learning sessions – Lecturers should allow ISL interpreters in all teaching, learning, and assessment sessions. This will provide deaf students who use ISL interpretation as their means of communication with the appropriate tools to function in their course.

Marking the work of students with Dyslexia and students who are deaf/hard of hearing - Even with the provision of additional supports in examinations/assessment, students who are deaf or hard of hearing, or who present with a specific learning difficulty, may not demonstrate their full potential in an examination.

The University Council (CL/14-15/205, June 2015) approved a policy with guidelines on marking the work of students with dyslexia and students who are deaf/hard of hearing as part of the University [Guidelines for students and staff on the modification of examination and assessment arrangements for students with disabilities](#).

[Trinity Inclusive Marking Guidelines](#) provide examiners with a framework for marking the scripts of such candidates.

Course material in alternative formats - Some students with visual impairments may require course material in alternative formats such as Braille, large print, or electronic format. In order to comply with the Disability Act 2005 (Provision of Accessible Information), it is important that Schools ensure that reading lists are available in advance to ensure that books can be sourced from publishers in an appropriate format. Schools also have an anticipatory duty under the legislation to ensure that they consider the needs of students with disabilities when preparing course material. Further advice on alternative formats can be obtained from the [Inclusive Learning guidance available on the Disability Service website](#) or by speaking to a Disability Service staff member.

12.4 Standard Reasonable Accommodations - Research Students

In the case of graduate students registered for degrees by research alone, the principles of Reasonable Accommodation should similarly be applied. The distinctive nature of learning on research degrees requires that Reasonable Accommodations may differ in form or scope from those at taught-course level.

Reasonable Accommodations will be agreed on a case-by-case basis and may include any of those outlined above, or additional academic Reasonable Accommodations based on an individual's disability needs and pertaining to the type of study the research student is

undertaking. All Reasonable Accommodations for research students will be subject to consideration and approval by the Dean of Graduate Studies.

Reasonable Accommodations will be recommended by the Disability Service as part of the Needs Assessment and communicated to the supervisor and Director of Teaching and Learning (Postgraduate) directly as per the process outlined above in Diagram 1.

Supervisors and Directors of Teaching and Learning (Postgraduate) should be mindful that disclosure of a disability is often a source of anxiety for research students, in particular. In addition, as research students may have teaching responsibilities in their school, the disability will be disclosed/ LENS circulated to the supervisor and Director of Teaching and Learning (Postgraduate) only, in the first instance.

13.0 Non-standard Reasonable Accommodations

In an event where standard Reasonable Accommodations are not sufficient to meet the needs of the student and they cannot undertake the standard teaching, learning, and assessment, the University recognises that schools may need to consider providing alternative non-standard teaching, learning, and assessment methods, while maintaining academic standards. These are referred to as 'non-standard Reasonable Accommodations'. The Disability Service (DS) will explore appropriate non-standard Reasonable Accommodations with the individual student and the School/Course to ensure they are not placed at a substantial disadvantage in comparison to their peers.

A recommendation by the DS to grant alternative non-standard teaching, learning, and assessment will be discussed with the relevant Director of Teaching and Learning and/or Programme/Course Director in the case of multidisciplinary programmes and postgraduate taught programmes. This will be outlined in Part A of the form 'Request for non-standard Reasonable Accommodation' (Appendix 1.1) and forwarded to the School to complete Section B.

If non-standard Reasonable Accommodations are approved by the School/Course this shall then be forwarded by the Disability Service to the relevant Dean for consideration and/or approval. The Dean's decision will be outlined in Part C of the form 'Request for nonstandard Reasonable Accommodation' (Appendix 1.1).

If the School/Course is unable to implement the recommended non-standard Reasonable Accommodations, the School/Course may propose an alternative Reasonable Accommodations. This will be outlined in Part B of the form 'Request for Non-standard Reasonable Accommodation' (Appendix 1.1). This recommendation shall then be forwarded by the Disability Service to the relevant Dean for consideration and/or approval. The decision will be explained in Part C of the form 'Request for non-standard Reasonable Accommodation' (Appendix 1.1).

If non-standard Reasonable Accommodations are not approved or an alternative is not found at School/Course level, the relevant Dean will be asked by the Disability Service to review Parts A and B of the form 'Request for non-standard Reasonable Accommodation'.

Appendix 1.1) and determine whether the recommended Reasonable Accommodation, or an alternative may be implemented. The decision will be explained in Part C of the form 'Request for Non-standard Reasonable Accommodation' (Appendix 1.1).

In all cases, the Dean's decision outlined in part C of the form will be final and binding on all parties.

A process and timelines (incorporating Trinity examination deadlines for each semester) will be agreed by the Deans and communicated to all stakeholders.

Diagram 2 below outlines the decision-making process in relation to non-standard Reasonable Accommodations.



Diagram 2 - Non-standard Reasonable Accommodations approval process

13.1 Non-standard Reasonable Accommodations - Examinations

Examples of non-standard examination accommodation include, but are not limited to:

Reschedule exams (dates and times) within the examination session – this may be required for students who have significant physical difficulties, stamina, anxiety and fatigue management issues as a result of a disability. For example:

- When there are two 3-hour exams on the same day, some students with a physical, sensory or medical disability may tire easily or as a result of taking medication and require additional time or rest breaks.
- Candidates with conditions which result in early fatigue and impaired concentration may require morning examinations in preference to afternoon or evening examinations.
- A candidate with a physical disability who requires extra time to complete an examination and who experiences fatigue may find it difficult to manage a number of examinations in quick succession. Examinations may therefore need to be scheduled so that, where possible, rest periods are provided between examinations.

Examinations split into more than one session - When extra time is provided for an examination which is already lengthy (for example a three-hour paper) the result may be too physically and mentally challenging for some candidates with disabilities. Splitting such examinations into more than one session may be a more suitable arrangement.

Split exams between Semester 1, Semester 2 and Reassessment sessions:

A small number of students may require their exams to be scheduled over two examination sessions. This Reasonable Accommodation request may occur when the workload is considered too great for the student with a disability to take on and be fairly assessed in comparison with their peers. It may also occur when preparation for, or the sitting of, exams has been significantly interrupted by the nature of the disability.

Alternative forms of assessments - For some students with disabilities, where appropriate standard assessment accommodations cannot be made, it may be necessary to consider an alternative form of assessment to continuous assessment and examinations.

Irish legislation allows for this. The law requires the University to make 'Reasonable Accommodations' and encourages flexibility and inclusivity by providing assessments that are suitable for as many students as possible. In this way fewer adjustments need to be made for individuals.

Principles to consider in designing an alternative assessment:

- Are current learning outcomes effectively measured using the proposed assessment?
- How are the needs of the student with disabilities met by using the proposed assessment?
- Have the proposals been discussed with the student?
- If it is not possible to meet their needs through use of an alternative assessment, it would have to be considered whether or not the learning outcomes are in any way discriminatory. If so, they may need to be re-evaluated.

- Will academic standards or professional practices be maintained if the alternative assessment is used?
- Examples of alternative methods of assessment:
- A student with Cerebral Palsy who was unable to undertake all end of year exams due to pain and fatigue issues may be offered a reweighting in favour of continuous assessment (60%) over end of year examinations (40%).

A student with Autism and anxiety issues, who was unable to attend tutorials and carry out presentations and group assignments may have alternative continuous assessments (Viva Voce to Lecturer alone and solo assignment or presentation) agreed. Non-standard accommodations listed above are examples and other academic Reasonable Accommodations may arise from time to time based on an individual's disability needs. These will be discussed as per the process outlined in Diagram 2 and will be subject to the approval of the relevant Dean.

13.2 Non-standard Reasonable Accommodation - Teaching & Learning

Examples of non-standard teaching and learning accommodations include:

Flexible assessment deadlines - All Schools within the University accept that students may require additional time to complete some aspects of their coursework arising from their disability. The reasons may include a period of illness for someone with a fluctuating medical condition or difficulties completing a high level of reading within a standard timeframe for students with specific learning difficulties such as dyslexia. The individual needs of each student are considered alongside specific course requirements, meaning the length of an extension may vary. Flexibility of assessment deadlines is normally granted for a limited duration and/ or for specific circumstances. Repeated or ongoing requests for flexibility shall be reviewed by the relevant Director of Teaching and Learning and will be subject to consideration and approval by the Senior Lecturer/Dean of Undergraduate Studies or Dean of Graduate Studies, as appropriate.

Flexibility with course attendance requirements - Attendance at lectures, tutorials, labs and other teaching and learning activities is a requirement for all students as per Trinity regulations. However, where a student is unable to attend due to their disability (for example, students with mental health difficulties who are registered with the Disability Service who are unable to participate in small group tutorials for a period of time), they should not be penalised or be required to provide additional medical documentation for non-attendance.

Students with disabilities should be treated differently in this regard when a request for flexibility with attendance is deemed a Reasonable Accommodation for a fixed period of time as stated in the LENS report.

Trinity has a [Non-Satisfactory Attendance and Course Work Policy – College Calendar General Regulations](#) p. H6 section 24, paragraph 25. However, in the case of a student registered with the Disability Service, where the LENS report identifies that flexibility with course attendance

is a Reasonable Accommodation, the School should wherever possible provide an alternative assessment for the particular student. This Reasonable Accommodation must be negotiated with the particular School on a case-by-case basis and will be recommended to the relevant Dean for consideration.

Splitting course over 2 years - A small number of students with life-long and enduring disabilities are impacted significantly in that they cannot participate effectively without splitting their modules over two years. This will allow the student to work at a more manageable pace that will not adversely impact the student.

13.3 Non-standard Reasonable Accommodations - Research Students

Ethical Approval and Research Data Management— It is the responsibility of the student to ensure adherence to ethical requirements and data storage and access guidelines. Where necessary, the supervisor shall advise on the incorporation of Reasonable Accommodations (such as the use of an academic personal assistant) into the research ethics approval process, but the recommendation of Reasonable Accommodations shall not, in itself, be grounds for refusal to grant ethical approval by a school or College Research Ethics Committee.

Non-standard examination accommodations for Research Students may include:

Use of copy-editing services for the preparation of a transfer report and/ or thesis – In certain exceptional circumstances, the Disability Service may recommend that a graduate student registered with the Disability Service be permitted to avail of paid professional copy-editing services for the preparation of a transfer report and/or a Masters or doctoral thesis. This recommendation will be made directly to the Dean of Graduate Studies who, pursuant to the relevant sections of the [University Calendar](#) (Calendar Part III - Graduate Studies and Higher Degrees), may grant this recommendation following consultation with the student.

Alternative format Viva Voce – in very exceptional circumstances the Disability Service, after discussions with the student, may recommend Reasonable Accommodations be made to the format of the Viva Voce. This recommendation shall be made directly to the Dean of Graduate Studies who will consider this recommendation following consultation with the chair of the Vice Voce examination.

13.4 Process for querying Reasonable Accommodations

It is expected that Reasonable Accommodations to teaching, learning, and assessment recommended by the Disability Service through the Needs Assessment process and communicated in the student LENS report will be put in place.

It is recognised also, however, that in some instances Schools may have difficulty in implementing some Reasonable Accommodations due to course requirements or requirements of professional bodies. In such circumstances, it is vital that concerns are raised,

and alternative strategies discussed with the Disability Service to ensure that individual staff and the University are compliant with Equality Legislation. This must be done as soon as possible after receiving the non-standard Reasonable Accommodation request form (see Appendix 1.1) or LENS report, to ensure timely communication with a student and the ability to consider alternatives.

After receiving the LENS report, it is the responsibility of the School to ensure that the recommended Reasonable Accommodations are implemented and shared with relevant staff and/ or other Schools if necessary. Any concerns about the implementation of a standard Reasonable Accommodation must be raised with the relevant Disability Service staff member as soon as possible via the non-standard Reasonable Accommodation request form – Appendix 1.1.

If, following further discussion, the School/Department remains of the view that a recommended Reasonable Accommodations is not reasonable or implementable, then they must request that the matter be reviewed by the Senior Lecturer/Dean of Undergraduate/ Graduate Studies. See Appendix 1.1 - Non-standard Reasonable Accommodation request form for details on how to administer this query.

Matters pertaining to the implementation of the Trinity Reasonable Accommodation Policy for Students with Disabilities or of this Code of Practice do not normally constitute a 'student case', and a student case will not be initiated as a consequence of the normal application of this policy or where a difficulty by the School in implementing a recommended Reasonable Accommodation arises.

Requests for review as to whether a recommendation constitutes a 'Reasonable Accommodation' should be made directly to the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies as appropriate, using the Non-standard Reasonable Accommodation request form (see Appendix 1.1)

The decision of the Dean will be final and binding on all parties.

Appendix 1.1: Request Form Non-standard Reasonable Accommodation

Request for Non-standard Reasonable Accommodation in teaching, learning, and/or assessment – Trinity College Dublin

Part A - To be completed by Trinity Disability Service

Student Name:		
Student Number:		
Schools:		
Course of Study:		
Year of Study:		
Disability Officer:		
Date:		
LENS reviewed on Student record in SITS:		Yes/No
Student has given consent to this Non-standard RA request application taking place:		Yes/No
<p align="center">Current method of teaching, learning and/or assessment that requires a Non-standard reasonable accommodation <i>Specify Modules and Codes and assessment</i></p>		
<p align="center">Non-Standard Reasonable Accommodations proposed and rationale by the Disability Service. <i>Specify Modules and Codes and alternative assessments:</i></p>		

Other Supporting Information

Disability evidence on file verifying disability related difficulties	Yes / No
Sent to relevant Director of Teaching and Learning (DUTL) in the School (or Programme / Course Co-ordinator in multidisciplinary programmes):	Yes / No
School of:	
DUTL/DUPL Name:	
Programme/Course Coordinator:	
Signature of Disability Officer:	
Date:	

Part B - To be completed by relevant Director of Teaching & Learning/ Programme Director

Student Name:	
Student Number:	

Please consider Part A above, completed by Trinity Disability Service, regarding evidence and rationale for non-standard Reasonable Accommodations: an alternative form of teaching, learning, and/or assessment on disability grounds for this student.

Please return this form to the Disability Service on completion, within 5 working days.

Can the non-standard Reasonable Accommodation recommended be implemented?	
<i>Select Yes/No as appropriate below</i>	
Yes	<p>Please complete details of these arrangements below, date and sign this pro-forma and forward to the Disability Officer detailed in Part A.</p>
No	<p>Please outline the academic reasons below, including what further action/ alternative can be put in place and return this form to the Disability Officer detailed in Part A.</p> <p>State whether there is an academic reason the recommended reasonable accommodation cannot be implemented in the form suggested e.g. the recommendation would disadvantage the student in terms of learning outcomes, academic standards or professional practices associated with the course of study.</p>

All School decisions are subject to approval by the Dean of Undergraduate Studies or Dean of Graduate Studies, as appropriate.

Signature of Director of T&L or Programme/Course Co-ordinator	
School/Programme	
Date	

Please return complete Part B to the Disability Service within 5 working days of receipt of this request. Please note that the student's LENS report will not be uploaded on my.tcd.ie until the process outlined in this form is complete.

Part C – To be completed by Senior Lecturer/Dean of Undergraduate Studies or Dean of Graduate Studies

Student Name:	
Student Number:	

Please review Part A (recommendation of non-standard Reasonable Accommodation) and Part B (consideration of the School/ Discipline/ course or programme director) and determine if the non-standard Reasonable Accommodation(s) recommended can be applied in this case.

Please outline the decision taken below and return to School and Disability Service for recording purposes.

Outcome of request will be outlined in the student’s Learning Education Needs Summary (LENS) report on SITS

Signature of Dean	
School/Programme	
Date	

Please return complete Part C to the Disability Service within five working days of receipt of this request. Please note that the student’s LENS report will not be uploaded on my.tcd.ie until the process outlined in this form is complete.

14.0 Disability Service Officer Actions:

Tick when actioned ✓	ACTION
	1. Amend student LENS report to reflect the approved Non-Standard Reasonable Requests
	2. Update the amended LENS report to SITS
	3. Release LENS to student for approval
	4. On receipt of the student approval, assign LENS to list of approved Academic contacts in the course of study
	5. Review Date of Non-Standard Reasonable Accommodations

Appendix 2: Trinity Guidelines for Students and Staff on the Modification of Examinations and Assessment Arrangements for Student with Disabilities

1. General Principles

- 1.1 These guidelines should be read in conjunction with The University of Dublin Calendar (General Regulations and Information Section H: Examinations).
- 1.2 Calendar: General Principles and Regulations (Section H § 15) states: Trinity is committed to a policy of equal opportunity in education and to ensuring that students with a disability have as complete and equitable access to all facets of Trinity life as can reasonably be provided. Trinity has adopted a code of practice which is applicable to all students with disabilities. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended) the University Act 1997 and the HEA Act 2022. Students with a disability are encouraged to register with the Disability Service to seek supports where the disability could affect their ability to participate fully in all aspects of the course. (H4 § 15)
- 1.3 For the purpose of this document reasonable accommodations are defined as those actions that enable students to demonstrate their true knowledge and ability in examinations without changing the demands of the examination. The intention behind the provision of such accommodations is to alleviate a substantial disadvantage without affecting the integrity of the assessment.
- 1.4 The granting of reasonable accommodations will not put the integrity or status of the examination or assessment at risk and will ensure fairness to all students.
- 1.5 Ultimate responsibility for ensuring equality of access in examinations and assessments lies with College, although a number of administrative units and academic departments may be involved in coordinating reasonable accommodations.
- 1.6 For the purpose of this document the definition of disability is that encompassed by the Equal Status Acts 2000 (as amended).
- 1.7 This document is applicable only to those students with a permanent or long-term disability, that is, a disability that is likely to last longer than one year.
- 1.8 Wherever possible, students with disabilities should undertake the same assessments as others undertaking the course. The usual way of taking disability into account will be to vary the assessment conditions. For example, the time allowed for the examination may be extended, or the examination paper may be presented in an alternative form.

- 1.9 It is the student's responsibility to ensure that Trinity is aware of their disability and to apply for any variation in assessment conditions, which they may wish to claim. Such an application for reasonable accommodation should be requested within the exam accommodation deadline stated in 2.3.6 below. Any such claim must also be supported by acceptable evidence of disability.
- 1.10 Please refer to the Trinity College Dublin Reasonable Accommodation Policy & for students with disabilities for further information: [Reasonable Accommodation Policy \(tcd.ie\)](https://www.tcd.ie/Disability/Reasonable-Accommodation-Policy).

2. Policy on Reasonable Accommodations in Examinations

2.1 Provision of Reasonable Accommodations

These guidelines have been aligned with a national exam policy agreed by the Disability Advisors Working Network (DAWN) in developing standardised assessment procedures for students with disabilities in Higher Education in Ireland. The national exam policy agreed by DAWN represents those staff of all Universities, NCAD, NCI and M.I.E., with responsibility for the provision of support to students with disabilities. The national Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities

(DAWN, June 2019) is available on the Disability Service website at: [DAWN-Exam-Guidelines-2019.docx \(live.com\)](https://www.tcd.ie/Disability/DAWN-Exam-Guidelines-2019.docx)

- 2.1.1 A Needs Assessment is carried out with all students with disabilities to determine the level of support required in college, including reasonable accommodations for examinations.
- 2.1.2 This document provides guidelines for determining when reasonable accommodations may be appropriate in examinations. The actual need for a particular accommodation is determined through the need assessment process, taking account of the student's individual needs and the impact of the disability in an examination setting.
- 2.1.3 Students with disabilities who received reasonable accommodations in Irish state examinations, other institutions and/ or jurisdictions will only be granted reasonable accommodations on completion of a Needs Assessment within Trinity.
- 2.1.4 Reasonable accommodations should not be provided without prior consultation with the Disability Service.
- 2.1.5 Reasonable accommodations may be reviewed with each student annually. Students who fail to use a reasonable accommodation that has been granted will have that accommodation reviewed.

- 2.1.6 Complaints relating to the implementation (or failure thereof) of these guidelines are to be made using the University's Student Complaints Procedure.
- 2.2 Availing of Reasonable Accommodations
 - 2.2.1 Students with disabilities must register with the Disability Service and complete a Needs Assessment to avail of reasonable accommodations in examinations.
 - 2.2.2 Students with disabilities must provide acceptable evidence of disability.
 - 2.2.3 It is the student's responsibility to inform the Disability Service of any changes to their disability which may require new or revised accommodations. Changes to examination accommodations are only approved following an updated Needs Assessment with the Disability Service.
 - 2.2.4 Assistive technology is the preferred accommodation for examinations unless the student is unable to use the recommended technology due to the nature of their disability.
 - 2.2.5 Students with disabilities who require specialist examination supports such as assistive technology or a reader/ scribe must attend training in the use of such accommodations. It is the student's responsibility to be proficient in the use of technology for examinations.
- 2.3 Notification of Reasonable Accommodations
 - 2.3.1 On completion of the Needs Assessment students with disabilities will be notified of the support that will be provided in college, including reasonable accommodations that have been granted for examinations.
 - 2.3.2 The Assessment, Progression and Graduation Team are responsible for coordinating reasonable accommodations in all Trinity examinations.
 - 2.3.3 Academic Departments/Schools are responsible for coordinating reasonable accommodations outlined in the students' Learning Educational Needs Summary (LENS) report in in-class assessments.
 - 2.3.4 Examiners have responsibility to ensure that all announcements or amendments are conveyed to all students with disabilities sitting examinations in separate examination venues.
 - 2.3.5 The Assessment, Progression and Graduation Team are responsible for posting details of exam venues online. The onus lies on each student to check their particular examination details (e.g. venue, time and date) by consulting their timetable online. Any discrepancies should be brought to the attention of the course office and the Assessment, Progression and Graduation Team immediately.

2.3.6 Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set disabled student accommodations for examination purposes the following deadlines are applied or as may be changed from time to time by the Assessment, Progression and Graduation Team:

- Semester 1 examinations – last Friday in October annually
- Semester 2 examinations – last Friday in February annually
- Foundation Scholarship – last Friday in October annually
- Supplemental Examinations – last Friday in June annually
- Students registering with the Disability Service after these deadlines will be accommodated in subsequent examination sessions.

2.4 Disclosure of Reasonable Accommodations

2.4.1 The provision of reasonable accommodations in examinations will be made known to the relevant academic, administrative and examination staff. Reasonable Accommodations and Learning Educational Needs Summary (LENS) reports are available on the student's record in SITS.

2.4.2 Trinity has a policy of anonymous marking for all students in examinations. Students with disabilities are as far as possible, marked anonymously unless, they request otherwise. The Trinity Council adopted this measure (see 41/B – 08/12/1999) to allow students with disabilities to be identified to the examiner.

2.4.3 Inclusive Marking Guidelines apply to students with a disability who have a reading, writing or spelling difficulty. The Assessment, Progression and Graduation Team will ensure that stickers referring examiners to marking guidelines are made available in relevant exam venues. The onus is on each student to request sufficient stickers from the invigilators for insertion on the front cover of their examination booklets prior to their submission. For further details see section 3.4 below.

3. Guidelines for Granting of Reasonable Accommodations

3.1 Alternative Venues

Students with disabilities receiving reasonable accommodations normally sit their examinations in a different venue to their peer group. These venues are normally shared with other students. Only in exceptional circumstances will a student with a disability sit an examination in a room of their own.

3.2 Time Allowance

Students whose examination performance is significantly impacted by a disability may require extra time in examinations. Guidelines for determining reasonable accommodations for students with a disability who have a reading, writing, or spelling difficulty are provided in the DAWN exam guidelines. Extra time is set at 10 minutes per hour. In exceptional circumstances this extra time may be extended.

3.3 Rest Breaks

Students who may require a rest break in examinations include students whose ability to complete the examination within the required time is significantly impacted by a medical, sensory, psychological or physical disability.

3.4 Guidelines for Examiners when Marking Scripts

Even with the provision of additional supports in examinations, some students with disabilities may not demonstrate their full potential in an examination.

Inclusive Marking Guidelines inform the examiner that the student, due to the nature of their disability, has a particular difficulty with spelling, grammar and written expression, and provide a framework for marking the scripts of such students. The guidelines do not ask examiners to compensate these candidates by giving them additional marks because they have a disability. Marking Guidelines apply to timed examinations only.

Where spelling, grammar and written expression are included in learning outcomes and are included in the assessment criteria it is not possible to disregard these elements (for example, languages, journalism).

Students may apply a Disclosure of Disability sticker (see image below) to their exam script, which refers examiners to the Inclusive Marking Guidelines for Trinity Examiners.

Students may request one or more stickers for their answer booklets, which refer examiners to inclusive marking guidelines for students with disabilities. The onus is on the students to request sufficient stickers for insertion on the front cover of their examination booklets prior to their submission.

Students should request stickers at the start of their examinations so they may be included on their booklets while they are completing the other required details and waiting for their exam to commence. Invigilators provide students only with sufficient stickers for their booklets.



The University of Dublin

Exam Accommodation

Please refer to 'Notes for examiners – assessment of examinations for students who have difficulties with reading,

spelling and/or writing' when marking this script

www.tcd.ie/disability/services/exam-accommodations

3.5 Use of a Computer

Students whose ability to write is significantly impacted by a disability may require a computer in examinations. Guidelines for determining reasonable accommodations for students with a disability who have a reading, writing or spelling difficulty are provided in the DAWN exam guidelines.

3.6 Scribe

In exceptional circumstance where technology solutions or alternative assessments cannot be provided Scribes may be granted for students who cannot handwrite or use a computer due to the nature of their disability. When a scribe is used, a recording of the examination session will be made so that it can be shown that the writing skills demonstrated are those of the student being examined. Additional time of ten minutes per hour and an individual venue will be provided when using a scribe. Guidelines for determining reasonable accommodations for students with a disability who have a reading, writing or spelling difficulty are provided in the DAWN exam guidelines.

When the use of a Scribe has been granted it is necessary for the student and scribe to meet in advance of any exams to complete a training module and practice session. Following this training session both the student and scribe must confirm in writing that they are happy to proceed with these arrangements for the exam(s). The Disability Service must be made aware of any issues identified by the student or scribe during the practice sessions.

The Scribe training video and training forms are available on the Scribe in Examinations webpage. Given the time it takes to recruit and assign a scribe, and the necessity to complete the training and practice sessions outlined above, the accommodation of exam scribe will not be granted less than 2 weeks prior to the date of a student's first exam in an assessment period.

3.7 Voice Recognition Software

A student who is eligible for a computer or a scribe may use voice recognition software. The use of a computer with voice recognition software requires a separate examination venue and invigilator. The student is required to meet in advance of using voice recognition software to test and agree to the performance of software. Student who do not meet in advance are not permitted to use this accommodation

3.8 Reader

Students whose ability to read is significantly impacted by a disability may require a reader in examinations. Most students will be accommodated together in the same venue with a shared reader (the invigilator). In exceptional cases only, an individual reader may be required. In most cases students will use assistive technology (for example, text to speech software) to read the examination paper. Where the student is using assistive technology, an electronic paper will be required. If the examination is assessing competence in reading and reading comprehension the provision of a reader may not be appropriate.

Guidelines for determining reasonable accommodations for students with a disability who have a reading, writing or spelling difficulty are provided in the DAWN exam guidelines.

3.9 Sign Language Interpreters

Where a student's first language is Irish Sign Language (ISL) an interpreter may, if requested, be made available to translate the examination paper into ISL and to facilitate communication with examiners and an invigilator. An interpreter may also be made available to facilitate a student whose first language is ISL answering the examination questions in ISL.

In exceptional circumstances where learning outcomes cannot be assessed by any other mode, the student may wish to sign their assignments or examination in ISL and have them recorded on video. If a student signs the examination to video, additional time, a separate examination venue and appropriate invigilation will be provided.

3.10 Furniture in Examination Venues

Students with disabilities may require alternative furniture (i.e., chair support, writing board, footstool etc.) in examination venues.

3.11 Personal Assistants

Students who have a Personal Assistant may require the Personal Assistant to be in attendance at the examination venue.

3.12 Examination Papers in Alternative Formats

Students who are visually impaired may require examination papers in enlarged print.

Students who have a visual impairment may require graphs, diagrams, maps or other visual elements of the examination paper presented in a tactile format.

Students who are blind or vision impaired and fluent Braille readers may require a Braille version of the examination paper.

Students who have difficulty reading the examination paper may require coloured overlays.

3.13 Flexible Examination Arrangements

3.14 In exceptional circumstances, if a student is unable, due to the nature of their disability, to be examined by the usual methods prescribed for the course the Disability Officer may discuss and recommend alternative assessments for the student. The Senior Lecturer or the Dean of Graduates Studies will have responsibility for agreeing to these recommendations bearing in mind the objectives of the programme and the need to assess the student on equal terms with other students. Flexible examination arrangements refer to any alteration in the standard form of assessment in order to accommodate a student's disability. This might include:

- Provision of an oral examination instead of a written test.
- Some flexibility around the scheduling of examinations, such as, allowing more time between examinations for a student with a physical disability who experiences fatigue.
- Examinations split into more than one session.

It should be noted that flexible examination arrangements are granted in exceptional circumstances as outlined in the Trinity Calendar (H4 § 35 38 & 40):

35 The nature of special examination accommodations, and their appropriateness for individual students, will be determined by the Senior Lecturer who may request a report from the officer in charge of the College's Disability Service, Health Service or Student Counselling Service. Such reports will be strictly confidential. The Senior Lecturer may in exceptional circumstances allow a student to take his/her annual examinations in more than one session. Any application for an accommodation in respect of examinations should normally be made no later than the seventh teaching week of Hilary term. (H4 § 35)

38 Where the effects of a disability prevents a student from taking the prescribed examination, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from Trinity for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to Trinity in the succeeding academic year and take advantage of any academic instruction or facilities, they must complete the requirements of their class and pay the full fee prescribed for their course. Students who qualify for the fee remission scheme should refer to TRINITY CHARGES, section II. Alternatively, with the Senior Lecturer's consent, they may present themselves at the next annual examination for their class on payment of an examination fee of €382. (H4 § 38)

40 Students who are prevented by their disability from writing the whole or part of the moderatorship examination in their final year may apply to the Senior Lecturer, through their tutor, for permission to present for the examination at the next annual examination for their

class. In such cases the Senior Lecturer will consider the views of the student's Disability Officer. (H4 § 40).