



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

# Trinity disAbility Services Annual Report 2024-2025

Trinity  
disAbility Hub

# Contents:

[Executive Summary \(Pg. 1\)](#)

[Introduction and Service Structure \(Pg.2\)](#)

[Disability Service Highlights 2024-25 \(Pg.3\)](#)

[DS Process Annual Review \(Pg.4\)](#)

[DS1 – Pre-Entry to First Year \(Pg.5\)](#)

- [DS1 Objectives \(pg.5\)](#)
- [DS1 KPIs \(pg.5\)](#)
- [DS1 Highlights \(pg.6\)](#)
- [DS1 Actions and improvements 25-26 \(pg.6\)](#)

[DS2 – Disability Supports \(Pg.6\)](#)

- [DS2 Objectives \(pg.6\)](#)
- [DS2 KPIs \(pg.6\)](#)
- [DS2 Highlights \(pg.7\)](#)
- [DS 2 Actions and improvements 25-26 \(pg.7\)](#)
- [DS2 Fund for Students with Disabilities \(FSD\) \(pg.8\)](#)

[DS3 - Inclusive Learning and Technology \(Pg.8\)](#)

- [DS3 Objectives \(pg.8\)](#)
- [DS3 KPIs \(pg.8\)](#)
- [DS3 Highlights \(pg.9\)](#)
- [DS3 Actions and improvements 25-26 \(pg.9\)](#)

[DS4 – Mental Health & Wellbeing Supports \(Pg.10\)](#)

- [DS4 Objectives \(pg.10\)](#)
- [DS4 KPIs \(pg.10\)](#)
- [DS4 Highlights \(pg.11\)](#)
- [DS4 Actions and improvements 25-26 \(pg.11\)](#)

[DS5 - Financial Procedures \(Pg. 12\)](#)

- [DS5 Objectives \(pg.12\)](#)
- [DS5 KPIs \(pg.12\)](#)
- [DS5 Highlights \(pg.12\)](#)
- [DS5 Actions and improvements 25-26 \(pg.12\)](#)

#### DS6 - SITS / SID (Pg.13)

- [DS6 Objectives \(pg.13\)](#)
- [DS6 KPIs \(pg.13\)](#)
- [DS6 Highlights \(pg.13\)](#)
- [DS6 Actions and improvements 25-26 \(pg.14\)](#)

#### DS7 - Outreach Supports (Pg.15)

- [DS7 Objectives \(pg.15\)](#)
- [DS7 KPIs \(pg.15\)](#)
- [DS7 Highlights \(pg.16\)](#)
- [DS7 Actions and improvements 25-26 \(pg.17\)](#)

#### DS8 - Funding Determination, Reporting & ESW Management (Pg.18)

- [DS8 Objectives \(pg.18\)](#)
- [DS8 KPIs \(pg.18\)](#)
- [DS8 Highlights \(pg.19\)](#)
- [DS8 Actions and improvements 25-26 \(pg.20\)](#)

#### DS9 - Quality Control, Communications and Improvements (pg.20)

- [DS9 Objectives \(pg.20\)](#)
- [DS9 KPIs \(pg.21\)](#)
- [DS9 Highlights \(pg.21\)](#)
- [DS9 Actions and improvements 25-26 \(pg.21\)](#)

#### DS10 - Staff with Disabilities (Pg.22)

- [DS10 Objectives \(pg.22\)](#)

#### DS11 – GDPR (pg.22)

- [DS11 Objectives \(pg.22\)](#)
- [DS11 KPIs \(pg.22\)](#)
- [DS11 Highlights \(pg.22\)](#)
- [DS11 Actions and improvements 25-26 \(pg.23\)](#)

#### Strategic Developments 24-25 (Pg.23)

- [Project Lens \(pg.23\)](#)
- [Halo \(pg.24\)](#)
- [Exam Accommodation Processes \(pg.24\)](#)
- [Disability Week 2024 \(pg.25\)](#)
- [User-Led Accessibility Audit Tool \(pg.25\)](#)
- [Trinity Ability Co-Op \(pg.25\)](#)
- [25 Years of the Trinity disAbility Service \(pg.26\)](#)

- [CORU \(pg.26\)](#)
- [Royal Irish Academy of Music \(RIAM\) \(pg.27\)](#)

#### [Trinity disAbility Internship Programme 2024 \(pg.26\)](#)

- [Key Highlights 2024 \(pg.27\)](#)
- [Outcomes \(pg. 28\)](#)
- [Introduction & Objectives \(pg.28\)](#)
- [Participation Overview \(pg.28\)](#)
- [Onboarding & Employer Engagement \(pg.30\)](#)
- [Internship Roles & Projects \(pg.30\)](#)
- [Skills Development & Career Support \(pg.31\)](#)
- [Disability Profiles & Inclusive Supports \(pg.32\)](#)
- [TDA Funding Impact \(pg.32\)](#)
- [Program Outcomes & Impact \(pg.33\)](#)
- [Conclusion \(pg.33\)](#)

#### [Disabled Student Accommodation Bursary 2024-25 \(pg.34\)](#)

- [Background \(pg.34\)](#)
- [Process \(pg.27\)](#)
- [Financial Criteria \(pg.27\)](#)
- [Applicants in 2024-25 \(pg.35\)](#)
- [Conclusion \(pg.35\)](#)

#### [Documentation Review 2024-25 \(pg.36\)](#)

- [Review Outcomes \(pg.36\)](#)
- [Planned Actions for 2025-26 \(pg.37\)](#)
- [Conclusion \(pg.37\)](#)

## Executive Summary

<b>Number of new disabled students UG entrants by entry route)</b>	<b>DARE Reduced Points: 191</b> <b>DARE Merit: 97</b> <b>HEAR: 10</b> <b>Mature (Over 23): 142</b> <b>Other new entrants: 380</b> <b>Total: 709</b>
<b>Number of new disabled students - UG/PG/Foundation</b>	<b>UG: 2491</b> <b>PG: 347</b> <b>Foundation: 22</b> <b>Total: 2860</b>
<b>Number of International disabled students (non-Irish)</b>	<b>Total: 607</b>
<b>Number of needs assessments carried out</b>	<b>Total: 1076</b>
<b>Number of students supported/funded by FSD student disability fund</b>	<b>Total: 2349</b>
<b>Number of students receiving exam accommodations</b>	<b>Total: 2594</b>
<b>Number of Assistive Technology assessments/appointments</b>	<b>Referrals: 69</b> <b>Appointments: 141</b>
<b>Number of disabled students receiving Occupational Therapy supports/appointments</b>	<b>Students: 844</b> <b>Appointments: 2507</b>
<b>Number of disabled students availing of Professional Placement support</b>	<b>131</b>
<b>Number of disabled students /parents supported pre-entry</b>	<b>Pre-entry events: 3</b> <b>Neurodiversity+ Pre-Orientation: 60</b> <b>General Induction: 185</b>
<b>Number of disabled students Engaging with the Ability Co-Op annually</b>	<b>Total: 7</b>
<b>Number of disabled students whose residential accommodations applications were supported</b>	<b>Total: 147</b>
<b>Number of school/departmental meetings</b>	<b>Total: 28</b>
<b>Number of disabled students supported by Educational Support Workers (ESW)</b>	<b>Total: 40</b>
<b>Number of disabled staff supported</b>	<b>Total: 26</b>

## Introduction and Service Structure

The Disability Service (DS) at Trinity College Dublin is committed to supporting disabled students, staff, and visitors by providing tailored accommodations, guidance, and advocacy. Beyond compliance with legislative requirements such as the Disability Act 2005, the DS actively champions systemic change to embed accessibility and inclusion across the University.

The purpose of the DS is to empower disabled individuals to realise their full potential, fostering an environment that prioritises accessibility, embraces innovation, and cultivates a culture of belonging. By ensuring that every disabled person can participate fully in academic, social, and professional life, the DS contributes to the holistic development and success of its community members within Trinity and beyond.

Under the strategic framework "Empowering Students with Disabilities" (2020–2025), the DS aligns its priorities with Trinity College Dublin's mission, strategic themes, and commitments to civic engagement, innovation, and inclusive practice. This approach emphasises the active involvement of the university community in shaping accessible environments, ensuring that inclusion is both a cultural and operational norm.

Building on the principles of co-production, co-creation, and co-design, the DS now operates within a *Fourth Space* model. This model positions disabled students and staff as partners and leaders in shaping the services, policies, and initiatives that affect their lives. By working collaboratively with students, staff, and external stakeholders, the DS leverages lived experience to inform decision-making, improve support systems, and optimise the student journey. Evidence-based planning, data analysis, and continuous review underpin this approach, ensuring all activities align with Trinity College Dublin's strategic objectives, national Higher Education Authority (HEA) targets, and the DS's own implementation plan. Since its establishment in June 2000, the DS has grown substantially, reflecting the increasing demand and recognition of inclusive practices. Student registrations have risen from 64 in 2000–01 to 2,860 in 2024–25, demonstrating the service's capacity to provide comprehensive support across all faculties. Through its evolving initiatives—including the Fourth Space approach—the DS continues to transform the student experience, embedding accessibility, agency, and inclusion at the heart of Trinity College Dublin.

## Disability Service Highlights 2024–25

The Trinity Disability Service (DS) made significant progress in 2024–25 in enhancing student supports, advancing sectoral practice, and embedding inclusion across academic, residential, and professional environments.

- **25th Anniversary of the Disability Service:** Celebrations marked a quarter-century of inclusive practice with a programme of events including:
  - **Access Earth & Microsoft Partnership Launch:** Interactive sessions showcasing accessibility innovations.
  - **AuDHD Seminar (Hybrid):** Expert-led discussions on neurodiversity in higher education.
  - **Christy Nolan-Inspired Creativity Showcase:** Celebrating student achievements in arts and creativity.
  - **Disability Week (2–6 December 2024):** Exhibitions, workshops, and public events highlighting inclusion and Universal Design initiatives across Trinity.
- **Neurodiversity+ Pre-Orientation:** Three-day event fostering engagement, interaction, and community-building among students.
- **Project LENS – School & Exam Supports:** Enhancements included SITS access for DLOs, discipline-level reporting, Power BI dashboards, piloting of the School Disability Lead role, refined exam accommodation coding, and a fast-track NSRA process for students requiring 20–30 minutes extra time. These developments strengthened school-level implementation and equity in both in-course and exam assessments.
- **HALO CRM Implementation:** A new case management platform replaced SID, offering tailored student profiles, integrated appointment management, secure document handling, multi-user collaboration, and real-time reporting—supporting person-centred, data-driven services.
- **Engagement with CORU:** DS initiated consultations to improve equity in professional placements, sharing good practice, promoting supervisor training, and recommending standardised guidance for placement providers. Trinity's Placement LENS (PLENS) process was highlighted as a scalable, inclusive model.

- **Collaboration with RIAM:** Inclusive supports for music students included orientation, tailored academic and exam accommodations, assistive technologies, and close liaison with academic staff. Aoife O'Donovan, a DS student, won the Christy Nolan-Inspired Creativity Competition. Service improvements proposed include increased specialist workshops, dedicated respite spaces, and expanded staff training.
- **Residential Accommodation:** 85% of applicants successfully housed with a transparent allocation process reducing bias.
- **Financial Support:** €35,000 bursary supported 19 students with accommodation costs.
- **Growth in Exam Support:** 2,295 students had exam accommodations noted in LENS reports. Mandatory recording and improved venue alignment enhanced scheduling, equity, and operational efficiency.
- **Digital Accessibility:** 10,780 students used Blackboard Ally to access course materials in accessible formats.
- **Occupational Therapy and Wellbeing Services:** Student appointments increased from 1,880 to 2,242. Surveys indicated 82% of students found OT essential for engagement, and 78% reported development of life skills.
- **ADHD Clinic Expansion & Mental Health Integration:** Supported 34 students through joint DS and College Health initiatives, with a new Social Worker post strengthening combined disability and mental health support.

These achievements demonstrate the DS's commitment to equitable access, proactive support, sectoral leadership, and celebration of inclusion milestones, placing accessibility at the core of Trinity's academic and professional experience.

## DS Processes Annual Review

The Disability Service (DS) conducts an annual review of all operational procedures to ensure that services remain effective, consistent, and aligned with the needs of disabled students and the wider Trinity community. This review follows a structured cycle, beginning each summer with the collection of feedback from staff, students, and stakeholders, and concluding with the formal approval of updated procedures at the start of the new academic year.



Each DS process is mapped against clear objectives, with measurable Key Performance Indicators (KPIs) to track progress. The annual review evaluates the effectiveness of these processes, identifies areas for improvement, and incorporates changes in legislation, institutional policy, or sectoral good practice. Highlights from the year are captured to showcase achievements, while priority actions are identified to strengthen delivery in the following cycle.

This systematic approach ensures that DS operational procedures are living documents—regularly reviewed, evidence-informed, and responsive to student needs. The following section outlines the objectives, highlights, and KPIs for each process in the 2024–25 cycle. Below are the DS objectives set for each Disability Service process with highlights and KPIs.

## DS1 - Pre-Entry to First Year Experience

### DS1 Objectives:

1. To provide clear information on DS supports to prospective students and their parents/guardians.
2. To provide an effective pre-orientation and orientation programme to new disabled entrants.
3. To assist the admissions office in the process of administering the DARE scheme at Trinity.
4. To assist prospective and new entrant international disabled students to understand and access supports.

DS1 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS1	Pre-Entry to First Year Experience Activities	Number of undergraduate disabled new entrants	564  DARE Reduced Points: 191 DARE Merit: 97 HEAR: 10 Mature (Over 23): 142 Other new entrants: 380 Total: 709

DS1	Pre-Entry to First Year Experience Activities	Number of postgraduate disabled new entrants	145
DS1	Pre-Entry to First Year Experience Activities	Number of attendees a student Pre-Orientation events	Pre-entry events: 3 Neurodiversity+ Pre-Orientation: 60 General Induction: 185

### DS1 Highlights:

- Student events well attended with Neurodiversity event sold out.
- Inclusion of other student led services as part of orientation event.
- Current student volunteers assisted with events.

### DS1 Actions and improvements 25-26:

- To better meet student needs, next year's Neurodiversity Pre-Orientation will include two 2-day sessions. One will follow the existing larger-group format, while a second, smaller-capacity session will be added to accommodate students who may find larger events overwhelming. This approach aims to provide a more accessible and supportive transition experience for a broader range of neurodiverse students.

## DS2 - Disability Supports

### DS2 Objectives:

1. Provide a comprehensive and timely assessment of the needs of all disabled students applying to DS for support.
2. Complete a LENS (Learning Educational Needs Summary) report for all students that accurately and clearly outlines their reasonable accommodations.
3. Disseminate LENS reports to Schools and relevant staff and ensure they are fully informed on how to process and implement supports.

DS2 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS2	Trinity Admission and Disability Service Applications.	Number of disabled students in Trinity.	2860 (12.6 % of student population)

DS2	Disability Needs Assessment.	Number of needs assessments carried out.	1076
DS2	Exam Accommodations	Number of students receiving exam accommodations.	2594
DS2	Professional Placement Supports	Number of students availing of Professional Placement support.	131
DS2	Trinity Residential Accommodation	Number of students whose residential accommodations applications were supported.	147

#### DS2 Highlights:

- In December 2024, the **Disability Supports Manager (DSM)** role was approved. This leadership position oversees the day-to-day running of the Disability Service, supporting over 3,000 students with Assistive Technology, Specialist Learning, Occupational Therapy, and Exam supports. The role is central to the DS's transformational approach across the student lifecycle.
- The **Academic Registry Disability Assessment Officer**, established in March 2025, liaises between students, AR, DS, and academic departments to coordinate exams and in-course assessments. The officer ensures all reasonable accommodations—including for temporary disabilities—are implemented in line with the Trinity Reasonable Accommodation Policy.

#### DS2 Actions and Improvements 25-26:

- Based on an April 2024 pilot, a new process was developed to manage high volumes of Reasonable Accommodation applications, especially in September and October. Students requiring basic supports can now be accommodated via their LENS report without a needs assessment meeting, with up to 35% expected to proceed this way.
- A joint review by the Disability Service and Academic Registry led to an increased number of exam accommodation codes in LENS, and a quality improvement process was

launched to enhance communication with Schools. This will continue at a reduced scale through 2025–26.

- Early applications for accommodations are now possible once students have a valid Trinity Student number and 'Proceed to Register' status, enabling engagement with the Disability Service before completing registration or paying fees.
- In June 2025, the DS and Accommodations Office agreed to update the KX system to include Additional Needs questions from 2023–24, improving the campus and hall room application process.

### Fund for Students with Disabilities (FSD)

In 2024-25 a total of 2,349 students were funded by the FSD. 709 of these were new students.

## DS3 – Inclusive Learning and Technology

### DS3 Objectives:

1. Implement a full spectrum of inclusive digital learning tools.
2. Implement a full support route for students with a specific 1:1 need for academic supports where Student Learning Development cannot meet it.
3. Provide independent learning tools for students engaging with the service.
4. Remove human supports within learning and working environments wherever possible.
5. Scaffold 'ready for work' skills, including the use of technology to enhance performance.

DS3 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS3	Inclusive Learning Supports: Assistive Technology	Number of Inclusive technology appointments	141
DS3	Inclusive Learning Supports: Assistive Technology	Number of student engaging with funded AT site	Read and write – 332

		licenses (R&W/Glean/ALLy )	Glean Notetaking – 97 from 100 licenses  Ally – Student use 11566 unique user using alt formats
DS3	Inclusive Learning Supports: Assistive Technology	Number of Hardware loan – laptops/AT devices	9 hardware loans provided split between laptop. HOH devices and VI supports.

### DS3 Highlights:

- Record Engagement: DS3 supported a growing number of students, with a notable increase in referrals and appointments, reflecting the expanding reach and impact of the service.
- Assistive Technology Expansion: Continued investment in tools like Glean, Read & Write, and Microsoft Office accessibility features empowered students to work more independently and effectively.
- Diverse Disability Support: The service provided tailored support across a wide range of disabilities, with significant representation from students with mental health conditions, specific learning difficulties, and neurodivergent profiles.
- Positive Feedback: Student feedback remained overwhelmingly positive, with high satisfaction scores for both the technology and the support provided.
- Innovation and Inclusion: DS3 piloted new approaches to inclusive learning, including AI-enhanced tools and expanded training sessions for both students and staff.

### DS3 Actions and improvements 25-26:

- In 2025–26, DS3 will focus on expanding plans to pilot innovative assistive technologies, including AI tools, to meet evolving needs.
- More flexible training options will empower students to engage with tools at their own pace.
- Collaborations with academic departments will embed inclusive practices across the university. .

- Transition support will be strengthened for incoming and graduating students.  
Finally, regular accessibility audits will ensure both digital and physical environments remain inclusive.

## DS4 Mental Health & Wellbeing Supports

### DS4 Objectives:

1. Deliver individualised occupation focused support to students who have the most significant barriers to engaging in their student role.
2. Provide an accessible and responsive service to meet students' needs.
3. Deliver a professional, competent, and evidence-based occupational therapy approach to students.
4. Work collaboratively with other DS Staff, Students services, tutors, and academics in supporting students.

DS4 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS4.1	Occupational Therapy Supports	Number of students receiving Occupational Therapy supports/appointments	844
DS4.1	Occupational Therapy Supports	Number of Occupational Therapy appointments per year	2507
DS4.2	Social Work Support	Number of students receiving Social Work Support	220
DS4.2	Social Work Support	Number of Social Work appointments per year	365

#### **DS4 Highlights:**

- Increase in the number of Occupational Therapy student appointments from 2,242 in 23-24 to 2,507 in 24-25.
- Integration of Mental Health Social Worker as a joint role across the Disability Service and College Health with 220 students met.
- The ADHD & Autism Groups were co-facilitated with neurodivergent students with 52 students attending at some point over the course of 24-25
- The Cookery 101 course expanded this year with an average of 29 students attending each night across the 6 weeks and was shortlisted for the Association of Occupational Therapists of Ireland Ann Beckett Award.
- The ADHD Clinic was expanded this year as a joint initiative between the Disability Service and College Health. 56 students engaged with the ADHD clinic in 24-25
- Presentation on Occupational Therapy in Higher Education at the International Health Promoting Campuses Conference in Limerick in June 2025.
- Establishment of Occupational Therapy in Higher Education Working Group within the Association of Occupational Therapists of Ireland.
- AOTI Representative (Kieran Lewis) on Staff and Student Health and Wellbeing Advisory Group.
- Occupational Therapy Feedback Survey 2024-25:
- 89% of students reported that Occupational Therapy was 'an important factor' or 'one of many factors' in enabling them to engage in their student role.
- 88% of students reported that Occupational Therapy was 'an important factor' or 'one of many factors' in enabling them to develop life skills which may be useful in their future college life or career.

#### **DS4 Actions and improvements 25-26:**

- Recruitment of additional Occupational Therapy to expand work across group work and outreach activity
- Review of access to meetings procedure to implement quicker access to timed interventions to address specific concerns rather than full Occupational Therapy Process.

- Expansion of group offering of Occupation-Focused Groups.
- Review of Social Work support role in supporting students returning from being off books on medical grounds.
- Refinement of Note Taking Formats in new HALO Case Management System

## DS5 – Financial Procedures

### DS5 Objectives:

1. Review and monitor budgets to accurately project annual spending.
2. Track expenditures and invoices, ensuring each purchase is correctly aligned with the appropriate activity code.
3. Input all financial data into General or FSD Finance Templates to maintain efficient and accurate financial records.
4. Collaborate with the Finance Partner (FP) on the biannual submission of FSD returns, including both mid-year and annual reports.

DS5 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS5.1	Financial Procedures	ISL Services Spend	€17,972
DS5.2	Financial Procedures	PA Services	€45,790
DS5.3	Financial Procedures	Travel Services	€7544.36
DS5.4	Financial Procedures	Computer Hardware / Software / Consumable Costs	€61,753
DS5.5	Financial Procedures	Pay Costs	€784,282
DS5.6	Financial Procedures	Non-Pay Costs	€213,520

### DS5 Highlights:

- FSD fund spent in calendar year of 2024 with only a €102 surplus.
- €240,000 increase in FSD funding to match increase in student numbers and activity.

### DS5 Actions and improvements 25-26:

- Move specific staff pay to align with FSD activity code.
- Meeting to be held in Oct to assess current spend and projected spend of FSD funds and assess how any surplus can be best utilised before end of calendar year.



- Align two new permanent roles (Academic Support Worker and Occupational Therapist) with FSD activity code.

## DS6 SITS & SID – DS Systems Development

### DS6 Objectives:

1. To work collaboratively with other DS Staff, Students services, tutors, and academics in supporting students with disabilities.

DS6 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS6		Number of project hours spent of HALO queries	Due to development time - 184 hours
DS6		Number of approved change requests submitted to IT/BAS	5
DS6		Number of project hours of SITS UAT hours	15

### DS6 Highlights:

#### Student Information System (SITS)

The Student Information System (SITS), accessed via my.tcd.ie, provides a centralised platform for student registration and submission of documentation. For the Disability Service (DS), it enables consistent recording of Individual Learning Needs Assessments (LENS) and streamlines the dissemination of reports to Schools. While this has improved efficiency, challenges remain around the visibility and consistent implementation of supports. Student feedback highlights gaps between policy and practice.

- To address this, the DS introduced targeted staff training and created a dedicated Disability Systems Manager role to improve engagement with the LENS process.
- For 2025–26, further improvements include school-level Power BI dashboards and continued work with Tribal to enhance LENS data integration in SITS, strengthening accountability and supporting a more inclusive learning environment.

### SID (Student Information Desk) and HALO ([ask.tcd.ie](http://ask.tcd.ie))

The service has working in close collaboration with the academic registry in developing replacement CRM for the out of support student information desk (SID) with a new procured CRM – HAL) which will link to the exiting [ask.tcd.ie](http://ask.tcd.ie) URL. The HALO CRM system offers the following:

- A centralised and efficient platform for managing all student and staff interactions within the Disability Service.
- Accurate tracking of enquiries and cases, ensuring that every student engagement is recorded and accessible through a user-friendly portal.
- Better communication by allowing students to view their enquiry history and access standard replies and FAQs.
- For staff, it streamlines case management, enhances reporting accuracy, and contributes to funding data collection.
- Improves service transparency, accountability, and responsiveness, making it a vital tool for delivering high-quality, student-centred support.

### DS6 Actions and improvements 25-26:

#### SITS Enhancements:

- Enable **multi-user access** to LENS via the module manager to support multi-school courses.
- Improve the **workflow for renewing DLO/school permissions** at the start of each term.

#### ASK.tcd.ie - HALO CRM Improvements:

- Define clear **case closure timelines** to ensure consistency in case management.
- Improve **student communication** on how to use [ask.tcd.ie](http://ask.tcd.ie), including clearer guidance and updates.
- Develop **integrated dashboards** for real-time reporting and performance tracking.
- Strengthen **data integration between HALO and SITS** for seamless information flow.

#### Training and Support:

- Provide **ongoing support materials**, including updated user guides and FAQs.

#### School Engagement:

- Conduct **targeted training sessions** for academic departments to improve understanding of SITS processes.
- Address confusion around **LENS sharing in multi-school courses** through clearer workflows and communication.

## DS7 Outreach Supports

### DS7 Objectives:

1. To provide professional disability support services to students that apply to the Disability Support Service at M.I.E & RIAM as outlined in the Service Level Agreements.
2. To ensure the Disability Service is accessible and inclusive for all students applying for support by providing a range of resources targeting various levels of need.
3. To work collaboratively with the access officers, student services, tutors, and academics in supporting disabled students. in M.I.E., Lir, RIAM and Professional Courses in Trinity.
4. To develop and enhance the PLENS process for both staff and students by providing information through multiple modes of representation and communication e.g. website update, staff and student information, visual cues.

DS7 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of students registered (MIE)	174
DS7	Outreach Supports – MIE/RIAM/The Lir	Total new registrations 2024/25 (MIE)	84
DS7	Outreach Supports – MIE/RIAM/The Lir	Number of LENS Active students (MIE)	174
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of Assistive Technology referrals (MIE)	5
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of Occupational	24

		Therapy referrals (MIE)	
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of PLENS Reports	67
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of hours of service (MIE)	390 hours
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of staff meetings (MIE)	38 hours
DS7	Outreach Supports – MIE/RIAM/The Lir	Total numbers of hours of service combined (MIE)	428 hours
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of student registrations RIAM	14
DS7	Outreach Supports – MIE/RIAM/The Lir	Total number of student registrations LIR	17

#### DS7 Highlights:

- Increase in registrations with the Disability Service has increased over the past academic year. Currently 173 MIE students are registered, an increase of 38 students since the 2023/24 academic year (135 students).
- Director of Student Support Services stepping into role in the 2024/25 academic year has provided a great deal of support. Further developing student support services and establishing process of operations.
- Multidisciplinary collaboration as part of the wider Student Support Services was successful. Ongoing attendance at Case Management meetings along with the Student Counselling Service (SCS) and Access Officer allowed for successful multidisciplinary working.
- Collaboration and meetings with other MIE departments – Placement Team and Exams Department have proved beneficial this academic year and should continue to develop over the coming years.
- Introduction of an Evidence of Disability form to be used by SCS where students require support from the DS has also been of great success in the 2024/25 academic

year. Supporting students accessing DS support where needed, without requiring an official diagnosis.

- DS Orientation Week facilitated in RIAM on several occasions throughout the academic year outlining supports and how to access Disability Service.
- Implementation of tailored reasonable exam accommodations within RIAM, considering the practicality of assessment and ensuring to meet the needs of disabled students.
- Planned access audit for June 2025, as continuation of DS Access Audit from Summer 2023/24 project to be undertaken, outlining accessibility of RIAM.

#### **DS7 Actions and improvements 25-26:**

- There remain 19 students registered with the DS without submitting any evidence. Consideration for student's lack of evidence or insufficient evidence with regards to HEA FSD criteria should be made in the coming academic year to ensure all funding is accessed.
- Ensuring that all sustainable Reasonable Accommodations outlined within the Code of Practice for Students with Disabilities remain accessible when requested, clarity is needed on RAs available to students.
- Discussion of Reasonable Accommodations available to student's when completing Needs Assessments require adjustment to accurately reflect student's needs and difficulties. Inclusion of Non-standard Reasonable Accommodation to be highlighted on LENS report where this is necessary.
- School Placement Reasonable accommodations require review and consideration on the feasibility of current accommodations offered in MIE. Discussion of specific SP RAs is required to ensure success of supports students can avail of.
- Gaeltacht supports may require consideration in the future, given the difficulty some student's experience whilst completing this portion of their course. Similar in nature to SP, student's may require accommodations to support their disabilities whilst attending Gaeltacht placement – a process may need to be defined.
- Communication and engagement with RIAM and Lir students, regarding registration, attendance of Needs Assessment and follow up to approve LENS report requires

- Tailoring of LENS reports for RIAM courses, e.g., exams, providing of lecture notes in advance, Assistive Technology for making music accessible.
- Consistency of LENS Reports and 'Access Riders' provided to students in the Lir.

## DS8 Disability Service Funding Determination, Reporting & ESW Management

### DS8 Objectives:

1. Fulfil Higher Education Authority (HEA) reporting requirements by all specified deadlines and to the required quality standards.
2. Provide well-trained Educational Support Workers (ESWs) to meet the individual academic and personal support needs of students with disabilities.
3. Maintain accurate and detailed financial records pertaining to the European Social Fund (ESF) for Students with Disabilities, in line with compliance and audit standards.
4. Ensure timely and accurate payment of Educational Support Workers and other casual staff through the institution's casual payroll system.

DS8 KPIs Overview			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of students supported/funded by FSD	2349
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of new students supported/funded by FSD	709
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of International students supported/funded	607 (124 EU FSD funded)
DS8	Disability Service Funding Determination,	Number of Northern Irish students supported	28

	Allocation and Reporting		
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of students linked with Subject Specific Tutors	32
DS8	Disability Service Funding Determination, Allocation and Reporting	Other ESW Info Links made	7 (Scribe) 1 (Academic Assistant) 2 (Lab Assistants)
DS8	Disability Service Funding Determination, Allocation and Reporting	External Org Links	2 (PA Support with IWA)  2 (ISL Support with Bridge)

#### DS8 Highlights:

- Despite the volume of casual paid staff linking with the service and providing supports to students there were only minor issues regarding setup, and no known complaints with many students requesting further support from their ESW worker.
- All staff using the request form and communication was much improved between staff making the referral, student and DSOM.
- Possible opportunity for new academic support role to form links with schools that may help with sourcing tutors.
- PG Student Support Officer to assist in advertising for PG students prior to new academic year.
- Contact made with Professor in the Maths dept who is going to help source Maths tutors for the upcoming academic year.

### DS8 Actions and Improvements 25-26:

- Demand for tutors for specific subjects that were difficult to source - Mathematics, Computer Science, Pharmacy. Link with PG Student Support Officer and Maths Dept and relevant schools early in academic year to try source tutors in these subjects.
- Small minority of students who had not yet received a tutor, were in communication with the expectation that this was a guarantee. Communication on website to published in relation to this.
- Some difficulties in relation to inconsistencies with the casual pay HR dept. Meeting with HR dept to be scheduled before academic year for full clarity in relation to this.

### DS9 Quality Control, Communications and Improvements

#### DS9 Objectives:

- 1. Ensure Accessibility and Accuracy of Administrative Records:** Maintain up-to-date and easily accessible records for all office administration tasks, ensuring efficient retrieval and management of information.
- 2. Optimise Shift Allocations and Scheduling:** Regularly monitor and adjust shift allocations to ensure adequate space for one-to-one meetings and that drop-in sessions are scheduled at times that best meet the needs of students.
- 3. Maintain Health and Safety Standards:** Conduct regular health and safety checks, along with daily and weekly maintenance of the PHS office premises, to ensure a safe and well-maintained working environment.
- 4. Enhance Student Engagement Through Effective Communication:** Actively engage with students with disabilities through targeted social media and other communication channels, ensuring meaningful interactions and the dissemination of important information.
- 5. Implement and Monitor Complaints Management System:** Log and track all complaints, both formal and informal, in the new complaints database, ensuring that staff responsible for handling complaints follow established procedures accurately.
- 6. Ensure Compliance with Recruitment and Training Procedures:** Ensure that line managers adhere to correct recruitment processes and that all induction and training programs are completed and kept up to date.



**7. Facilitate Process Reviews and Documentation:** Organize and conduct regular process reviews and compile detailed process documentation for process leads to ensure clarity and consistency in operations.

DS9 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS9	Quality Control & Improvements	Number of Instagram Followers	1320
DS9	Quality Control & Improvements	Number of Newsletters sent	28
DS9	Quality Control & Improvements	Number of official complaints logged with DS	0
DS9	Quality Control & Improvements	Number of recruitment drives in academic year	2
DS9	Quality Control & Improvements	Number of new risks identified to be added to risk register	0

#### DS9 Highlights:

- Drop-Ins regularly attended and office spaces including seminar room consistently utilised for student support and meetings
- New rota set up to ensure upkeep and security of office premises.
- DS Weekly Newsletter delivered key information to students regarding supports and events on a consistent basis.
- DS social media across Instagram and Facebook consistent throughout the year with posts matching the content that had been advertised through the weekly email.
- Premises office checks ensured upkeep and security off office space.

#### DS9 Actions and Improvements 25-26:

- Office space an ongoing issue given increasing staff numbers. Solutions to this issue are being currently being reviewed.

- Review of comms process highlighted need for monthly data analytics as well as review of content on website that may require updating.

## DS10 Staff with disabilities

### DS10 Objectives:

DS continues to provide disability needs assessments for staff with disabilities as per the Trinity Code of Practice applying to the employment of staff with disabilities.

## DS11 GDPR

### DS11 Objectives:

1. To work collaboratively with other DS Staff, student services, tutors, and academics in supporting students with disabilities.

DS11 KPIs			
DS Code	DS Process	KPI Indicator	Year 2024-2025
DS11	GDPR	Number of training sessions and TCD staff attendance /school	All staff completed the DP office online training GDPR And cybersecurity training

### DS11 Highlights:

Data protection an annual GDPR training is provided to all Disability staff annually via the Data Protection office training platform at - [Training - Data Protection - Trinity College Dublin](#).

This training is mandatory for staff to complete and highlights the need for staff to be GDPR-aware when dealing with sensitive student data. Disability staff often process special categories of personal data under Article 9 of the GDPR, such as:

- Health and disability information
- Psychological assessments
- Case notes and support plans

This data requires enhanced protection due to its sensitivity. Training reinforces data minimisation, secure storage, and timely deletion and demonstrates compliance and accountability under GDPR. Well-trained staff reduce institutional risk and uphold the college's reputation.

#### **DS 11 Actions and Improvements for 2025-26:**

The aim is to review and update step-by-step guides for:

- Handling student data requests
- Reporting a data breach

Actively collect and summarize staff feedback from the previous year.

Use it to tailor training to real concerns or confusion points. Highlight any new systems or updates (e.g., HALO DPIA, secure storage tools).

## **Strategic Developments 2024–25**

#### **Project LENS: Embedding Inclusive Practice Across Schools**

Project LENS has become central to how Trinity delivers disability supports, ensuring clarity, consistency, and equity in the use of LENS reports. Key 2024–25 developments include:

- **Enhanced SITS Access for DLOs:** Structured permissions now allow School and Discipline Disability Liaison Officers to manage accommodations, with new reporting tools improving local visibility and tracking.
- **Power BI Dashboards:** Interactive dashboards give Schools and Faculties real-time insight into cohorts, modules, and supports, enabling data-driven planning.
- **SITS–Blackboard Ultra Integration:** A new API will feed exam accommodations directly into Blackboard Ultra, ensuring Module Coordinators receive aligned information at the start of teaching.
- **New Disability Assessment Officer (AR):** A dedicated role in Academic Registry now supports Schools with in-course assessment queries, complex cases, and toolkit development.

- **School Disability Lead Role:** Piloted in Social Sciences, this role links Schools strategically with the Disability Service, oversees LENS/NSRA cases, and champions UDL and EDI goals.
- Looking ahead, Project LENS will scale across all academic units in 2025–26, supporting Trinity’s *Disability Action Plan 2025–2030* and embedding inclusion into academic planning.

### HALO: Transforming Case Management

2024–25 saw the launch of **HALO**, Trinity’s new CRM for disability supports, replacing the legacy SID system. Developed with Academic Registry, IT Services, and CRM partners, HALO will enable:

- Customisable student profiles reflecting LENS data.
- Integrated appointment scheduling and follow-up.
- Secure storage of medical and assessment documentation.
- Real-time dashboards for monitoring trends and meeting audit requirements.
- Collaborative, role-based access for DS and AR staff.
- **Implementation:** Core migration and training began in March 2025, with automation and system integrations to follow in 2025–26. HALO is a catalyst for more personalised, efficient, and transparent student support.

### Strengthening Exam Accommodation Processes

Joint work with Academic Registry in 2024–25 focused on improving exam accommodation delivery:

- **Data integrity:** Venue selection streamlined to a single mandatory option, reducing scheduling errors.
- **Standardised coding:** Updated accommodation codes aligned with AR scheduling needs.
- **Policy adherence:** Deadlines for accommodations reaffirmed to ensure fairness and manage workload.
- **Alternative pathways:** A fast-track NSRA process introduced for students requiring 20–30 minutes’ extra time across multiple exams.

- **Quality control:** Ongoing review of LENS reports supports alignment with AR's large-scale scheduling model.

These measures improve consistency, fairness, and efficiency across exam processes.

### Disability Week 2024: Advancing the SDGs

Held from 2–6 December, Disability Week aligned with the UN theme “*United in action to rescue and achieve the SDGs for, with, and by persons with disabilities.*” Highlights included:

- *Art for Action* exhibition and *Now You See Me* poster campaign led by students.
- Inclusive events such as adaptive yoga, choir rehearsals, and advocacy workshops.
- A panel on disability and media with student societies and Senator Tom Clonan.
- Launch of the 2025 Inclusive Internship Programme.
- Research and policy contributions on neurodivergent employment and universal campus design.
- The week showcased Trinity's commitment to inclusion and informed the upcoming *Disability Action Plan 2025–2030*.

### User-Led Accessibility Audit Tool (ULAA-Tool)

The ULAA-Tool expanded in 2024–25, embedding lived experience into accessibility planning:

- Audits extended to staff workspaces and internship sites.
- Findings informed the *Five-Year Accessibility Enhancement Plan* and *Disability Action Plan 2025–2030*.
- Auditors gained paid experience and employability pathways.
- Outcomes influenced Estates policy, training, and campus design.
- The tool continues to highlight the limitations of minimum compliance standards and reinforces Trinity's leadership in user-led universal design.

### Trinity Ability Co-Op: Recognised as a DPO

The Trinity Ability Co-Op achieved formal recognition as a **Disabled Persons Organisation (DPO)** under the UNCRPD in 2024–25. This milestone ensures disabled students and staff

have a formal voice in policy, planning, and governance—further embedding the principle of “*Nothing About Us Without Us*.”

## 25 Years of the Trinity disAbility Service

2024–25 marks 25 years of advancing access and belonging. Highlights so far include:

- *Access Earth Showcase* (Jan), *AuDHD Research Seminar* (Feb), and *Christy Nolan Celebration* (Mar–May).
- Contributions to national and international conferences (EAN, Collaborate 2025, Health Promoting Campuses).
- Ongoing #TCDDisAbility25 campaign and preparations for a summer exhibition.
- Hosting a seminar on the *University of Bristol v Abrahart* ruling (Apr) and presenting follow-up research at Collaborate 2025 (Jun).
- Participation in the HEA-funded project *HEIs as Places for People* on inclusive estate planning.
- International contributions on assistive technology (AT Connect, Edinburgh/Leeds) and universal design (CEUD & University of Galway with AccessibleEU).
- The anniversary year celebrates achievements while setting a future vision of *ability, inclusion, and belonging*.

## Engagement with CORU: Placement Equity

Persistent challenges in professional placements prompted structured engagement with CORU in 2024–25. Trinity advocated for:

- Clearer national guidance on reasonable accommodations.
- Standardised supervisor training.
- Uptake of inclusive models such as Placement LENS (PLENS).
- This work will inform both national standards and Trinity’s *Disability Action Plan 2025–2030*.
- Sectoral Leadership and Strategic Roles
- Trinity continues to shape the national agenda by:
  - Defining the core functions and boundaries of Disability Services.
  - Advocating for professional accreditation pathways for Disability Officers.

- Reinforcing DS as an academic support service embedded in institutional governance, not a clinical or emergency service.

This leadership ensures sustainability and recognition of Disability Services as strategic enablers of inclusion.

### **Partnership with the Royal Irish Academy of Music (RIAM)**

Collaboration with RIAM strengthened support for students in music education, with tailored exam supports, staff training, and orientation. Challenges around late registration and specialist AT remain, but enhanced workshops, sensory spaces, and communication strategies are planned.

## **Trinity disAbility Internship Programme 2024**

The Trinity disAbility Internship Programme, launched in 2022, is a flagship initiative of Trinity College Dublin, designed to bridge the gap between academic achievement and professional employment for disabled students. In its fourth year, the programme has expanded its reach, enhanced support structures, and continued to strengthen an inclusive employment culture across College.

### **Key Highlights – 2024:**

- Applications Received: 346 (+7.5% vs. 2024)
- Interviews Conducted: 111 (+8.8% vs. 2024)
- Interns Hired: 28 (22) for the Summer Internship, with 6 additional hires in Disability Service, Academic Registry, and HR
- Participating Departments/Services: 15, including new additions in the School of Creative Arts, Languages, and Law
- Internship Durations: 6 weeks to 3 months, with bespoke arrangements for academic demands and mobility needs
- Funding Support: €35,000 from Trinity Development & Alumni (TDA), enabling mentorship, workshops, and networking opportunities

## Outcomes:

- Interns report improved professional skills, confidence, and self-efficacy
- Employers implement inclusive practices and express high satisfaction with onboarding support
- Career consultations and mentoring enhance employability and professional networks
- Positive impact on workplace accessibility awareness and inclusion culture within College.

## Introduction & Objectives

The Trinity disAbility Internship Programme aligns with Trinity College Dublin’s strategic commitment to inclusivity and the HEA System Performance Framework 2023–2028. Its primary aim is to equip disabled students with meaningful work experience and professional development, fostering pathways to sustained employment.

### Core Objectives:

- Empowerment: Enhance professional skills, confidence, and self-efficacy
- Inclusive Workplace Profiles: Ensure employers understand accommodations required by disabled interns
- Employability Enhancement: Deliver training in CVs, interview skills, and professional networking
- Inclusive Work Environment: Promote accessibility and inclusive culture in all participating workplaces
- Networking & Mentorship: Connect interns with disabled professionals and alumni mentors
- Evaluation & Recognition: Monitor impact and acknowledge achievements through certificates and formal recognition

## Participation Overview

### Key Statistics – 2024:

Metric	2025	2024	% Change
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Applications Received	346	322	+7.5%
Interviews Conducted	111	102	+8.8%
Interns Hired	*28	25	+10.7%
Participating Departments	15	17	-13.3%
Full-time Interns	23	13	+43.4%
Part-time Interns	5	12	-58.3%

22 interns were hired this year and contributed to the Inclusive Internship Programme with an additional 6 AR/DS interns hired who did not engage in the full programme due to past engagement or temporary project specific work. 2 of these interns also delivered mentorship as past Inclusive Interns. Of these 6 interns, 5 worked full time over the summer months and 1 intern worked part time.

#### **Internship Work Patterns:**

- 23 full-time interns
- 5 part-time interns
- 1 intern temporarily reduced hours due to academic workload

#### **Internship Duration & Flexibility:**

- Standard: 6–12 weeks
- Bespoke adaptations: 5 interns required adjusted start/end dates for academic or personal reasons

#### **Participating Departments:**

Similar to the DS Annual Report 23-24, internships were largely concentrated in administrative and student service areas, providing valuable professional experience while contributing to College operations however lessons learned from previous years help inform strategic planning for Summer 2025 across the college, with an expanded target to include three Academic Schools, broadening exposure to academic and professional environments. Notably, the program expanded to include new roles in the School of Creative Arts, Languages, and Law. Internships were offered across 15 departments, including:

- Administrative: Academic Registry, Human Resources

- Student Services: Student Counselling (S2S), College Health, Global Room, TCD Sport, Disability Service
- Specialised Units: Trinity Access Programme (TAP), Visitor Attractions (Book of Kells Experience), Catering, Day Nursery
- New Academic School Roles: Creative Arts, Languages, and Law

## **Onboarding & Employer Engagement**

The program focused on developing comprehensive workplace profiles for both interns and employers, creating a structured needs assessment process through Workplace Passports, and conducting accessibility audits for all internship locations. Employer training was also a key component, ensuring that TCD staff were equipped to support the interns effectively. A structured onboarding process ensured both interns and employers were fully prepared:

### **Employer Onboarding:**

- Introduced 2-hour interactive session for employers
- Training covered disability awareness, accessibility, and mentorship best practices
- Employers had opportunity to network with experienced inclusive leaders
- All Employers were provided with a physical copy of the Employer Handbook resource

### **Intern Onboarding:**

- Workplace Profiles, Passports and needs assessments were available for all interns
- Accessibility audits completed for all internship locations
- Collaboration with HR ensured full employee setup (payroll, email, staff cards)
- External presenters include Employment & Advocacy coach Jack Kavanagh, Dignity, Respect, and Consent, and Human Resources.

## **Internship Roles & Projects**

Internship roles were diverse, covering areas such as communications, administrative support, system development, accessibility audits, childcare and direct support to various university programs and department-based projects. Projects are currently ongoing, and

interns will have opportunity to present their work to key members of the Trinity Leadership team during the celebratory event. Interns engaged in a wide array of roles, including:

- Communications & Marketing
- Administrative Support
- System Development
- Accessibility Audits
- Childcare & Student Support Programmes

**Project Work:**

- Interns will present outcomes to Trinity Leadership at a celebratory event
- Ongoing projects are tailored to skill development, professional growth, and College operational needs

**Skills Development & Career Support**

Skill development through 'doing': All interns were asked to attend a weekly peer group meeting to share reflections of their week and skills developed in a safe and peer led environment. 2 members of DS staff were on hand to address any concerns during these meetings. Interns were asked if they would like to also use this time as an employment learning hour and 4 sessions were delivered over the summer in response to this to include a workshop on networking, LinkedIn, Employment Law, and presentation support. Feedback addressing areas of skill development through professional placement, peer support, and training will be facilitated in the reflection session held at the end of programme.

Skill development through DS intervention: There are currently 5 Interns receiving occupational therapy support. Feedback on these supports and the skills developed will be gathered at the end of the programme during the reflection session.

- Interns who have completed a needs assessment: 10
- Interns who have completed a workplace profile: 27
- Applicant & interview 1-1 support: 20
- Applicant & interview resources: Wayfinder video, applicant handbook, interview guidance, email and phone guidance, interview accommodations.

### Trinity Careers Collaboration:

- Application administration support via Careers Portal (Careers Application)
- 1:1 consultations for all applicants and interns
- CV, interview, and application support integrated with internship feedback
- Industry-matched alumni mentors engaged via TDA

### Disability Profiles & Inclusive Supports

As a core resource in its third year of delivery, the program continued to facilitate the development and review of the disability profiles to ensure that the specific needs of each intern were met. Employers this year reported interest in mainstreaming this resource across college to better understand the needs of all employees. This process also involved tailored supports and accommodations to facilitate a successful internship experience.

- 10 interns completed needs assessments
- 5 interns received occupational therapy support
- Employers expressed interest in mainstreaming disability profiles for all staff
- Tailored accommodations facilitated successful internship experiences

### TDA Funding Impact

In the 2024 fiscal year, the Trinity disAbility Internship Programme received crucial support from Trinity Development and Alumni (TDA), which provided €35,000 in funding. This financial backing played a pivotal role in enhancing the program's capacity to deliver specialised support tailored to the unique needs of our disabled interns.

Funding Area	Amount	Beneficiaries	Outcomes
<ul style="list-style-type: none"><li>• Graduate Leader Mentorship</li><li>• Training &amp; Workshops</li><li>• Networking Events</li></ul>	€35,000	28 interns, 10 mentors & 3 external consultants	<ol style="list-style-type: none"><li>1. One-on-one guidance, professional skills, ongoing support</li><li>2. Self-advocacy &amp; resilience consultations, accommodation requests, needs assessments</li><li>3. Expanded professional networks, career consultations</li></ol>

### **Outcomes Achieved:**

- Empowered interns with workplace confidence and resilience
- Strengthened professional networks through alumni engagement
- Enhanced inclusion awareness among employers and departments

The funding provided by Trinity Development and Alumni (TDA) has been instrumental in the success of the Trinity disAbility Internship Programme for 2025. TDA's support not only enabled the delivery of specialised mentorship and training but also helped foster a more inclusive and supportive environment for our disabled interns. This investment reflects TDA's commitment to diversity and inclusion and has significantly contributed to the program's positive impact on the lives of our interns and the broader Trinity community.

### **Program Outcomes & Impact**

The initiative has played a pivotal role in enhancing the employability of disabled students at Trinity College. Participants report gaining valuable skills, practical experience, and greater confidence to pursue future career paths. Beyond individual benefits, the program has helped shape more inclusive and accessible workplace practices within the university community. Feedback from interns has been consistently positive, highlighting strong satisfaction with the tailored support provided by both the Disability Service and host departments.

Feedback for each stage of the Inclusive Internship Programme will be generated following full delivery of the initiative in September. This feedback has been gathered using Microsoft form during application, interview and onboarding, and Menti for the duration of the internships during peer groups.

### **Conclusion**

The Trinity disAbility Internship Programme demonstrates Trinity College Dublin's commitment to diversity, equity, inclusion, and employability. By addressing employment challenges for disabled students, fostering inclusive workplaces, and integrating strategic collaboration with Careers, the programme sets a model for higher education institutions nationally and internationally. Continued investment and expansion will ensure even greater reach, impact, and alignment with College-wide inclusivity objectives.

# Disabled Student Accommodation Bursary 2024–25

## Background

The Disabled Student Accommodation Bursary supports disabled students registered with the Disability Service who have been offered a room in Trinity Accommodation. Until 2023–24, funding was provided by Trinity Development and Alumni (TDA). In 2024–25, the Disability Service allocated €35,000 to sustain the bursary. Its purpose is to help cover accommodation costs for eligible students experiencing financial hardship.

## Process

Previously managed by the Senior Tutor's Office, the bursary process was transferred to the Disability Service in 2023–24. The DS now:

1. Advertises the bursary and updates criteria.
2. Hosts online information sessions.
3. Assesses student financial documentation.
4. Provides guidance on supporting documentation.

The Undergraduate Student Support Officer continues to play a quality assurance role, ensuring fair assessment of applications.

## Financial Criteria

Eligibility is benchmarked against the SUSI Special Rate income thresholds, which are adjusted to reflect the additional yearly costs of disability. This adjustment recognises the documented higher living costs faced by disabled people.

### **SUSI Special Rate Thresholds 2024–25:**

- Less than 4 dependent children: €26,200
- 4–7 dependent children: €28,715
- 8 or more dependent children: €31,128

### **Bursary Threshold Applied:**

Special Rate of SUSI + Yearly Cost of Disability = Income Threshold.

The introduction of clearer supporting documentation guidelines in 2023–24 further improved access, encouraging more students to apply successfully.

### **Applicants in 2024–25**

Funds of €35,000 were divided between continuing and incoming students, with two-thirds allocated to continuing students and one-third to first years. The bursary was offered in two rounds.

#### **Continuing Students (Round 1)**

• Applicants: 17
• Eligible: 16
• Award per student: €1,460
• Total awarded: €23,360

#### **First Year Students (Round 2)**

• Applicants: 4
• Eligible: 3
• Award per student: €1,460
• Total awarded: €4,380

**Remaining Fund:** €7,260 (equivalent to approx. 5 further bursaries).

### **Conclusion**

The 2024–25 Accommodation Bursary demonstrated both strong demand and clear impact, with nearly all applicants meeting eligibility criteria and receiving substantial financial support. The Disability Service’s assumption of full management of the bursary has streamlined the process, improved guidance, and expanded access. Looking ahead, the remaining funds will provide further opportunities to support students in need, reinforcing Trinity’s commitment to equity of access and recognising the additional costs faced by disabled students.

## Documentation Review 2024–25

During 2024–25, the Disability Service undertook a comprehensive review of the documentation submitted by students when registering for supports. The quality and completeness of this documentation varied widely. While many students provided appropriate evidence—such as DARE documentation used in CAO applications or medical consultant reports required for HEA Fund for Students with Disabilities (FSD) eligibility—other submissions were incomplete, unclear, not translated into English, or self-written statements that did not confirm a disability.

To improve consistency, documentation that did not fully meet requirements was flagged as **‘R’ (for Review)**. This category helped identify cases where additional information was needed, or where documents did not support funding eligibility but might be relevant if higher levels of support were later required.

### Review Outcomes

As of June 2025, there were 553 cases marked with an R status. Over the summer, each was reviewed in detail.

#### **R status removed (415 cases):**

- Additional documents uploaded – 23
- Historical reason no longer exists – 291
- Historical reason unknown – 22
- Missing / incomplete documentation provided – 35
- Professional stamp or signature added – 4
- Recorded professional testimony – 31
- Recorded student testimony – 11

#### **R status retained (138 cases):**

- Documentation inconsistent with declared condition – 2
- Missing / incomplete documentation – 38
- No medical documentation – 5
- Password protected – 6
- Professional stamp or signature missing – 1



- Recorded professional testimony – 13
- Recorded student testimony – 57
- Translation required – 16

This review clarified historical confusion around the R status, which had previously been linked both to funding eligibility and to minimal information. With the majority of issues now resolved, the definition of R documentation will be narrowed to focus only on the quality and verification of information provided.

### Planned Actions for 2025–26

From 2025–26, where documentation is marked as R at the point of application, students will be contacted promptly and either:

- asked to provide additional documentation, or
- invited to a short online meeting with a Disability Officer.

This meeting will focus on practical questions such as:

- What can the student tell us about their disability and its impact?
- What supports have they had previously?
- How long have they had the condition and who has supported them?
- Can they obtain a supporting letter?
- Are there urgent needs (e.g. housing, finance, or mental health) requiring prioritisation?

A case note will then be recorded in HALO, outlining the discussion, follow-up actions, and timelines for further documentation. Where appropriate, students may also be referred to College Health or Student Counselling.

### Conclusion

The documentation review confirmed that **95% of students either provide appropriate evidence or can do so within a short timeframe**, allowing supports to be put in place quickly. The new approach ensures that the Disability Service can “meet students where they are at,” while safeguarding the quality of needs assessments, strengthening the integrity of LENS reports, and ensuring compliance with legislation such as GDPR, the Disability Act, and the Equal Status Act.