



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

Trinity disAbility Service Annual Report 2022-2023

Trinity
disAbility Hub

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Executive Summary

This is an executive summary of the Disability Service Annual Report covering the academic year 2022-2023. Below is a table summarising the Key Performance Indicators developed by the Disability Service (DS) to capture the breadth of work carried out by the service.

KPI Indicator	Year 2022-2023
Number of new disabled students UG entrants by entry route)	DARE Reduced Points: 199 DARE Required Points: 63 HEAR: 9 Mature (Over 23): 17 Other new entrants: 156 Total: 444
Number of new disabled students – UG/PG/Foundation	UG: 649 PG: 122 Foundation: 14 Total: 785
Number of International disabled students (non-Irish)	276
Number of disabled students in Trinity	Total: 2312 (10.8% of total Student population)
Number of needs assessments carried out	Total: 773 (SITS)
Number of students supported/funded by FSD student disability fund	(477 new in 22-23) Total: 1611
Number of students receiving exam accommodations	Total: 2011
Number of Assistive Technology assessments/appointments	Referrals: 71 Appointments: 182
Number of disabled students receiving Occupational Therapy supports/appointments	546 students met 1:1 with an Occupational Therapist 1880 appointments
Number of disabled students availing of Professional Placement support	126 students with PLENS

<p>Number of disabled students /parents supported pre-entry</p>	<p>Pre-entry events: 111 Prospective student enquiries: 197 Neurodiversity+ Pre-Orientation: 54 Pre-orientation events (x 2): 158 Parents session: 75</p>
<p>Number of disabled students Engaging with the Ability Co-Op annually</p>	<p>154</p>
<p>Number of disabled students whose residential accommodations applications were supported</p>	<p>173</p>
<p>Number of school/departmental meetings</p>	<p>3 hosted in An Mheitheal, 25 representatives from 15 schools attended</p>
<p>Number of disabled students supported by Educational Support Workers (ESW)</p>	<p>65</p>
<p>Number of disabled staff supported</p>	<p>22</p>

Introduction and Service Structure

The Disability Service (DS) at Trinity College Dublin is dedicated to addressing the needs of disabled students, staff, and visitors. Their primary functions include providing support and accommodations, as well as advocating for policy and procedural changes to ensure compliance with relevant legislation such as the Disability Act 2005.

Under our strategic plan titled "Empowering Students with Disabilities" (2020-2025), the DS aligns its priorities with Trinity College Dublin's overall mission, strategic themes, and priorities. Their plan emphasises innovation, civic engagement, and the involvement of the university community in creating an inclusive environment. By continuously reviewing service delivery, maximising partnerships, and employing innovative approaches, they aim to achieve their objectives and enhance the student experience.

Through the three C's co-production, co-creation and co-design approach, the DS collaborates with students, staff, and stakeholders to engage the university community and foster innovation and inclusion. They collect and analyse data to inform evidence-based decision-making, improve support systems, and optimise the student journey. Every DS activity and objective is aligned with Trinity College Dublin's strategic objectives, national targets set by the Higher Education Authority (HEA) in Ireland, and their own strategic implementation plan.

Since its establishment in June 2000, the DS has experienced significant growth, with the number of students applying for support increasing from 64 in 2000-01 to 2312 in 2022-23. They have developed a comprehensive range of supports across all faculties to enable disabled students to pursue their degree programs.

Disability Service Highlights 2022-23

- A 11% increase in completed applications for Reasonable Accommodations, with a total of 785 applications received compared to the previous year.
- The Disability Service supported a total of 2,312 disabled students, comprising 10.8% of the overall Trinity student population.
- Trinity disAbility Hub, the new home of the Disability Service, was established at Printing House Square in November 2022. It aims to provide an inclusive space for disability-related activities.
- Trinity Disability Service was awarded a Sustainability Leadership Award during the annual Green Week in March 2023.
- The Disability Service collaborated with TCDSU (Trinity College Dublin Students' Union) and the Trinity Ability co-op to organize the Unique Art Exhibition as part of TCDSU Disability Awareness Week. The exhibition displayed artwork, poems, and other creative works by disabled students.
- Two peer-led support groups were started at the Disability Service for students with ADHD and neurodivergent identities.
- A thematic review of mental health services in Trinity, including the Disability Service, Student Counselling Service, and College Health Service, was conducted by an International Panel of experts. The review led to recommendations for enhancing student mental health support, with an implementation plan set to be drafted in the summer of 2023.
- A pilot ADHD Clinic was launched in collaboration with the College Health Service, providing coordinated access to disability support, mental health services, and medication management for participating students. The aim is to expand this initiative in the next academic year.
- TCD Sense, a program focused on creating indoor and outdoor sensory spaces, continued to develop partnerships with academic and professional areas.
- The Disabled Community Engagement initiative began its aims to improve disabled student participation in extracurricular activities outside the classroom.
- Cookery 101 group was piloted in Trinity Hall for 6 weeks in Semester One of 2022-23, as a collaboration between the Disability Service, College Catering, the JCR team in Trinity Hall and the Healthy Trinity Healthy Eating group. 12 students attended to positive feedback.
- Trinity Development and Alumni donated €25,000 to support disabled students with their Trinity accommodation costs, helping 10 disabled students who received €2,500 each.
- Trinity Disability Service was awarded a Sustainability Leadership Award during the annual Green Week in March 2023.

Overall, these highlights show the Disability Service's efforts to support disabled students, provide necessary accommodations, promote inclusivity, and enhance the student experience at Trinity College Dublin.

DS Processes Annual Review

Below are the DS objectives set for each Disability Service process with highlights and KPIs.

DS1 - Pre-Entry to First Year Experience

DS1 Objectives

OB1: To provide clear information on DS supports to prospective students and their parents/guardians.

OB2: To provide an effective pre-orientation and orientation programme to new disabled entrants.

OB3: To assist the admissions office in the process of administering the DARE scheme at Trinity.

OB4: To assist prospective and new entrant international disabled students to understand and access supports.

DS1 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS1	Pre-Entry to First Year Experience Activities	Number of undergraduate disabled new entrants	DARE reduced points: 199 DARE merit: 63 HEAR: 9 Mature: 17 Other new entrants: 156 Total: 442
DS1	Pre-Entry to First Year Experience Activities	Number of postgraduate disabled new entrants	97
DS1	Pre-Entry to First Year Experience Activities	Number of attendees a student Pre-Orientation events	Neurodiversity+ programme: 54 AHSS session: 79 STEM & HS session: 79
DS1	Pre-Entry to First Year Experience Activities	Number of attendees at parent Pre-Orientation webinar	75
DS1	Pre-Entry to First Year Experience Activities	Number of Pre-Entry enquiries	197

DS1 Highlights

- Pre-Orientation events well attended. Scavenger hunt activity work well providing students with a tour of the campus while also providing key messages via interactive QR codes.
- The Neurodiversity+ orientation programme was oversubscribed with 54 students attending. There was very positive feedback from students who made good connections with staff and peers through the two-day programme.
- 212 students and 75 parents attended Disability Service Pre-Orientation events in the week prior to Freshers Week.
- DS staff attended many orientation events (including TAP foundation programme, Mature students, Postgraduate etc) in Trinity, open days, Better Options and DARE clinics

Actions and improvements 23-24

- Participate in a greater number of Orientation activities/initiatives providing more general information to the wider student body on Disability Service supports and how to apply for them.
- Disability Service to participate in both Postgraduate and Undergraduate Orientation Weeks including attendance at the Orientation Fairs in the Exam Hall.
- Host tailored workshops/information sessions for targeted student groups e.g. international students, postgraduates, returning off-books students.

DS2 - Disability Service Needs Assessment

DS2 Objectives

OB1: Provide a comprehensive and timely assessment of the needs of all disabled students applying to DS for support.

OB2: Complete a LENS (Learning Educational Needs Summary) report for all students that accurately and clearly outlines their reasonable accommodations.

OB3: 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 2022-23
DS2	Trinity Admission and Disability Service Applications	Number of disabled students in Trinity	2312 (10.8% of total Student population)

DS2	Disability Needs Assessment	Number of needs assessments carried out	773
DS2	Exam Accommodations	Number of students receiving exam accommodations	2011
DS2	Professional Placement Supports	Number of students availing of Professional Placement support	126 have PLENS
DS2	Trinity Residential Accommodation	Number of students whose residential accommodations applications were supported	173
DS2	Disability Consultations	Number of Disability Consultations	24

DS2 Highlights

- A new system of distributing students who apply for reasonable accommodations with the Service was established whereby exam accommodations are recommended prior to the needs assessment meeting to ensure students meet semester 1 exam deadlines.
- The Disability Service held a 'How to Apply for Trinity Accommodation' information session in Semester 2 for continuing students.
- Trinity Development and Alumni supported the Disabled Student Accommodation Bursary this year by donating money (€25,000) to support disabled students in financial need with their accommodation costs. 10 students were awarded €2500 as a contribution towards their accommodation costs.
- The Disability Service are now managing the Accommodation Bursary for disabled students who have accepted a room on campus through special considerations.
- 173 special consideration applications were assessed in Semester 2 for the 23/24 academic year.
- The Disability Service met with 11 students who need personal emergency evacuation plans.
- The Disability Service began managing students who needed exam accommodations due to a temporary disability which was previously managed by the Tutoring Service and Student Cases.
- An information session on the 1916 Bursary was held and applications for disabled students were supported by the Team in Semester 1.
- The Team organised and attended an Epilepsy Awareness Information Session with Epilepsy Ireland in Semester 1.

- The Disability Service hosted the Maths Help room in An Mheitheal for the two remaining weeks of Semester 2 as a trial for the 23/24 academic year to provide an accessible location for students who need Maths support.
- The Disability Service supported TAP with their Foundation Course interviews in Semester 2 for the 23/24 intake.

Actions and improvements 23-24

- A new scoring system for the special considerations residential applications is being explored.
- A new PEEP (personalised emergency evacuation plan) process is being implemented for 23/24.
- Updates to SITS will be installed to support the new allocation system. This will allow us to gather more information on impacts of disability, supports and exam requirements for new applicants.

DS3 – Inclusive Learning and Technology

DS3 Objectives

OB1: Implement a full spectrum of inclusive digital learning tools.

OB2: Implement a full support route for students with a specific 1:1 need for academic supports where Student Learning Development cannot meet it.

OB3: Provide independent learning tools for students engaging with the service. Remove human supports within learning and working environments wherever possible.

OB4: Scaffold 'ready for work' skills, including the use of technology to enhance performance.

DS3 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS3	Assistive Technology	Number of Assistive Technology Appointments	182
DS3	Academic Support	Number of Academic Support Appointments	479

DS3 Highlights

- Matching Student with Technology assessment (MST): A full technology assessment allows students to see technology as a support. Technology is matched to student needs and trialled. The student is involved in the decision-making process in a joint approach to support provision.

- Increasing move to a low-cost base/ubiquitous provision for technology – students already own/use grown such tools mobile/tablet/MS 365 for e.g., Service supports are now more software based over previous hardware supports.
- Website information - development of online website support in conjunction with a student intern further supporting the Assessment process with easy to use and tips.
- Continued uptake of the current 3 site licenses funded via the Disability Service – 56 users of Glean Notetaking support/ 320 activations of Texthelp read and write literacy software and 4 users using the caption.ed captioning service for student who are heard of hearing.
- Combined planning between Academic Support and Occupational Therapy for high needs students requiring ongoing support.
- Online meetings and screen sharing also worked well for Academic Support meeting. This also allowed Academic Support Specialists to enrol student in the ASKDS Blackboard Module.

Actions and improvements 23-24

- The assistive technology provision continues to grow in line with increasing student registration for support. An annual process review of this inclusive learning and technology process ensures we are reviewing current practices and working towards meeting the need of registered students within the resources available.
- Continued review of new emerging technology trends and tools such as automatic captioning via tools such as caption.ed and automatic alternative formats via Blackboard Ally which the service has procured will enable a self-service route for previous supports provided by human support to increase service offering for students needing such assistance.
- Continued collaboration between external services such as the library service/TCPID and related PATH4 funded projects where assistive technology can enhance and make a telling contribution will continue.

DS4 – Occupational Therapy Supports

DS4 Objectives

OB1: Deliver individualised occupation focused support to students who have the most significant barriers to engaging in their student role.

OB2: Provide an accessible and responsive service to meet students' needs.

OB3: Deliver a professional, competent, and evidence-based occupational therapy approach to students.

OB4: Work collaboratively with other DS Staff, Students services, tutors, and academics in supporting students.

DS4 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS4	Occupational Therapy Supports	Number of students receiving Occupational Therapy supports/appointments	546
DS4	Occupational Therapy Supports	Number of Occupational Therapy appointments per year	1880

DS4 Highlights

- ADHD Clinic was piloted this year as a joint initiative between the Disability Service and College Health. 13 students engaged with the clinic in week 7 of each semester, which provided coordinated access to disability supports such as Occupational Therapy, as well as mental health support, and medication management. It is aimed to expand this pilot in the next academic year.
- ADHD Peer Support Group was run weekly over both semesters with numbers in attendance varying from 3 students to 13 students. The group was facilitated by two current students with ADHD. The format has been reviewed and will be cofacilitated by a student and an Occupational Therapist in 2023-24.
- Thematic Review of Mental Health Services (Disability Service, Student Counselling Service and College Health Service) in Trinity was carried out in March 2023 by an International Panel of experts who made a series of recommendations for enhancing student mental health supports in Trinity. Implementation plan to be drafted Summer 2023.
- Connection and Support amongst DS Team in PHS & with other student services
- Cookery 101 in Trinity Hall- Healthy Eating and Cookery Course was run over 6 weeks in Michaelmas term with 12 students attending. Sessions involved demonstration from college catering, and students cooking meals in their accommodation and bringing food back to the main hall to eat together. Feedback from students very positive, and intention to expand and deliver again in Michaelmas Term 2023-24.
- Occupational Therapy Feedback Survey 2022-23
 - 90.1% of students reported that Occupational Therapy was ‘an important factor’ or ‘one of many factors’ in enabling them to engage in their student role.
 - 81.4% 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.

Actions and improvements 23-24

- Expansion of the ADHD Clinic in the academic year 23-24,
- Delivery of co-facilitated drop-in group for autistic students and ADHD peer support group.
- Further role out of the Trinity Student Occupational Performance Profile as core aspect of the DS4 process.
- Recruitment of case-coordinator in support of connection of mental health student support services.
- Delivery of Cookery 101 in follow up to pilot in academic year 22-23.

DS5 Graduate Attributes, employability skills & international mobility (Disabled Community Engagement Project)

DS5 Objectives

OB1: To deliver an individualised comprehensive and timely support to students who have barriers to engaging in activities associated with professional development through an accessible, inclusive, and responsive service to student's needs.

OB2: To support schools in developing inclusive opportunities which may enhance a student's graduate attributes, employability and professional engagement through international mobility.

OB3: To support students with the development of skills required for transition from college to the workplace through the provision of online resources, workshops, and advertisement of career enhancement opportunities.

OB4: To develop a support network for disabled students within the workplace through connection with placement/internship staff and mentorship from the DS Alumni community.

DS5 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS5	Graduate Attributes & Employability	Number of applicants for the Disability Inclusion Pathway	42
DS5	Graduate Attributes & Employability	Number of DIP awardees	4
DS5	Graduate Attributes & Employability	Number of Summer Internship applications	177
DS5	Graduate Attributes & Employability	Number of students shortlisted for interview	62

DS5	Graduate Attributes & Employability	Number of TCD Services connected for internships	8
DS5	Graduate Attributes & Employability	Number of internships offered between services	12

DS5 Highlights

Strand 1: Student Partnership

- Unique: A Disabled Perspective: A very successful event held in our new space in Printing House Square showcasing art and poetry from members of the Ability Co_op and Neurodiversity Society alongside other members of the disabled community.
- Inclusive Student Life: Continuation of the project following further funding allocation directed by Rachel Murphy, graduate intern. Workshops took place throughout the year with student trainers employed to facilitate training events for clubs and societies.
- Unofficial Guide to Trinity: Resource developed by Rachel Murphy, Graduate Intern.

Strand 2: Individualised Supports

- Advertisement of internships through student interaction: Directly connecting students to employment opportunities for the summer. This presented opportunity for more personalised engagement between Disability Officers and Occupational Therapists, looking at sustainable supports for transition into the workplace.

Strand 3: Employability

- Collaboration with service providers in Trinity to deliver inclusive paid employment opportunities for disabled students.
- Training: Training event, chat tool, and resources established for all line managers connected to the inclusive workplace roles.
- Disability Inclusion Pathway: The second delivery of the Disability Inclusion Pathway was very successful, matching interest in applications again this year with 42 applications in total.

Strand 4: disAbility Hub

- Printing House Square: The move to the disAbility Hub has facilitated the progression of the inclusive disabled community through the delivery of events and training in the An Mheitheal seminar space.
- Internship space: An Mheitheal has presented itself as the primary environment for workings of the TCD Sense interns and wider peer group for the summer internship programme. Student interns are welcomed this summer to an accessible and comfortable space to gather feedback and share experiences with one another, further developing the inclusive community.

Actions and improvements 23-24

- This process will close and become a fully-fledged DS project
- Objectives will be expanded to ensure effective delivery of objectives
- Employability post approved and recruitment will take place in 23-24

DS6 SITS & SID – DS Systems Development

DS6 Highlights

Student Information Desk (SID):

Integration and use of IT services hosted SID enquiry management team continued providing a clear tool for transparency in support provision and obtaining a 3D picture of the student use of the service. This tool also allows a clear technical process of the sharing of this **GDPR sensitive data allowing**. Development in this area allows for a secure link between the student record in SITS and SID for ease of use by Disability staff.

SITS:

SITS continued to provide the hosting of all Disability LENS reports and student medical documentation. The system is now in its fifth year of use and allows the secure sharing of LENS reports to schools (to school nominated Disability liaison officers) for redistribution via SITS module manager. Further work in this area in supporting schools is needed with specific session on the school's responsibilities in this area scheduled for August/September 2024.

Actions and improvements 23-24

- Further enhancement rollout of SITS functionality in line with the annual review of both SITS and SID usage within the service is ongoing. Collaboration with IT services to ensure the testing and promotion of such enhancements are inline with IT services procedure in these areas such a system analysis/design, end user testing and documentation of agreed enhancements
- The promotion of disAbility led training session of best practice of the Disability Service functionality within SITS that is available to all academic schools. Five sessions to run in semester one of this term. All School Disability liaison officer and related staff to this process are invited. This is to ensure greater understanding of how the disAbility service creates and shares a Learning educational needs summary (LENS) reports.

- Further communication on support channels in this area to be promoted to academic schools as requested for example the disAbility Service systems manager to be made available to attend any school meetings on this area and advise on the process as needed

DS7 Marino Disability Service

DS7 Objectives

OB1: To provide professional disability support services to students that apply to the Disability Support Service at M.I.E, as outlined in the Service Level Agreement.

OB2: 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.

OB3: To work collaboratively with the access officer, student services, tutors, and academics in supporting disabled students in M.I.E.

DS7 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS7	Marino Disability Service	Total number of student applications for DS support	112
DS7	Marino Disability Service	Number of new students applying for DS support	28
DS7	Marino Disability Service	Number of needs assessments carried out	54
DS7	Marino Disability Service	Number of LENS/PLENS reports produced	LENS: 112 PLENS: 84
DS7	Marino Disability Service	Occupational Therapy referrals	20
DS7	Marino Disability Service	Assistive Technology Referrals	8
DS7	Marino Disability Service	Academic Support Referrals	13

DS7 Highlights

- 28 new applications for Disability Support in 2022-23.
- Increased connection with International Foundation Programme.
- Weekly presence on MIE campus has continued to increase visibility of Disability Service.
- Designated Respite Room has been a great success.
- Participation in An Meitheal working group is helping to embed the Disability Service and increase awareness and visibility of staff.
- Working with the MIE Exams Desk to develop a low distraction venue for exams.

- Increased collaboration with MIE Counselling Service.
- Developed ‘Managing Placement’ workshops that were delivered in class in collaboration with the MIE Counselling Service.
- Development on the MIE Disability Service webpages.
- Dissertation Supports, connection with Aimee Brennan.

Actions and improvements 23-24

- New Outreach Disability Officer will work in Marino 2 days a week.
- New Service level Agreement developed to provide disability services in the Royal Irish Academy of Music, the Lir and off campus service developments.

DS8 – Disability Service Funding Determination, Allocation and Reporting

DS8 Objectives

OB1: Fulfil Higher Education Authority reporting requirements by due dates and to the quality required.

OB2: Provide well trained Educational Support Workers to meet the needs of the students.

OB3: Maintain detailed financial reports relating to the European Social Fund for Students with Disabilities.

OB4: Ensure payment of Educational Support Workers and casual staff through casual payroll.

DS8 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of students supported/funded by FSD	1611
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of new students supported/funded by FSD	477
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of International students supported/funded	276
DS8	Disability Service Funding Determination, Allocation and Reporting	Number of Northern Irish students supported	24

DS8 Highlights

- **Educational Support Workers:** Advertisement of roles through multiple sources (PG newsletter, TCDSU email, Schools, Blackboard announcements) has helped with recruitment. There was a 27% increase in the number of students supported by ESWs in 2022-23.
- **External service providers:** Our new Personal Assistance (PA) service provider, Irish Wheelchair Association, has provided a much good level of PA cover.
- **Funding:** There is a funding process now in place for DSA (Northern Ireland) funded students. There was a slight increase in the Fund for Students with Disabilities (FSD) allocation for 2023, however, the rate per student has decreased due to an increase in student applications nationally. There was an increase in student numbers across all funding streams in 2022-23. There was a notable increase of 14% in students with disability evidence from a GP or Counsellor.

Actions and improvements 23-24

- Host the Maths Helpline in An Meitheal at least one day a week during term time. Review to see if this model could be applied to different/popular subject areas.
- Subject Specific Tuition to be provided online to help address issues with the recruitment and vetting of SS Tutors.
- Better define the rationale for SST support. Develop a tiered approach where group support and 1:1 support are options.

DS9 School Communication & KPIs and statistics

DS9 Objectives

OB1: Continuously monitor DS operating systems (DS module in SITS and SID) to ensure both are functioning accurately.

OB2: Sharpen communication with both internal and external stakeholders around the needs of students with disabilities.

OB3: Meet with all schools and departments annually to discuss disability-related issues i.e., teaching and assessment.

OB4: Engage with students with disabilities in a meaningful way through social media and other targeted comms.

OB5: Maintain service KPIs and Statistics that will form the basis for the DS annual report.

DS9 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS9	Disability Service Stakeholder Communication	New Facebook Likes/Followers	115/153
DS9	Disability Service Stakeholder Communication	New Twitter Followers	170
DS9	Disability Service Stakeholder Communication	New Instagram Followers	236
DS9	Disability Service Stakeholder Communication	Number of E-newsletters sent to students	3
DS9	Disability Service Stakeholder Communication	Students employed by DS as content creators/producers	1
DS9	Disability Service Stakeholder Communication	Number of communication meetings held with Schools/Departments	3

DS9 Highlights

- Communication:** The DS Weekly Email worked well to deliver key information to students regarding supports and events on a consistent basis. The email was sent weekly during term on Tuesdays to avoid clashing with content from other groups (societies, TCDSU, etc.). Google calendar and Linktree also worked well as platforms to share events with students across Semester 1. Weekly Communications Team meetings worked well to plan content for the week across the Weekly Email and Social Media platforms.
- Social Media:** The DS social media across Facebook, Twitter and Instagram, was consistent throughout the year with an average of five posts per week. Posts matched the content that was been advertised through the weekly email, including a calendar of events and the weekly Assistive Technology Tip.

Actions and improvements 23-24

- Maintain a consistent social media presence, 3-5 posts per week, across Facebook, Twitter and Instagram.
- School Meetings – Run a series of information/training session at the beginning of the new academic year (August, September) on LENS Access and how staff should interact with the Disability Service module within SITS.

- School Meetings – Invite school staff to meet with Disability Service representatives at Trinity disAbility Hub to discuss any disability related issues arising within Schools.

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](#).

DS10 KPIs

DS Code	DS Process	KPI Indicator	Year 2022-23
DS10	Staff with disabilities	Number of staff with disabilities needs assessments	22
DS10	Staff with disabilities	Number of staff with disabilities disability support appointments	47

DS10 Highlights

- Staff with disability working group met three times to develop services for staff
- Public sector quota for disabled staff rising to 6% in 2024, Trinity is working on meeting this target.

Actions and improvements 23-24

- Introduce new sharepoint sharing of documents systems to support disabled staff.
- Ensure EDI and HR work towards the 6% quota set by Government.

DS Operational Developments

The Disability Service aims to improve the quality of the service it provides through continuous review and operational development. Working towards its ambition to become the number one choice for disabled students in Ireland, in 2022-23 the Disability Service implemented organisational change in the areas of structure, information systems and processes.

Trinity disAbility Hub at Printing House Square

The Disability Service moved to its new purpose-built home at the newly developed Printing House Square in November 2022. The Trinity disAbility Hub consists of a main office with reception area and a Drop-in office on the ground floor, six individual meeting rooms, a staff meeting room and an open-plan workspace on the lower ground floor. A seminar room, An Mheitheal, connects the Disability Service to College Health as a shared space.

[Agile Working](#)

The move to new premises necessitated change in some of the Disability Services' organisational processes. The move from fixed workspaces to more agile working required the implementation of a booking system for meeting rooms. A staff rota was also put in place to ensure that the capacity of the new workspace was maximised.

[Structure and Resourcing](#)

The relocation of the Disability Service coupled with an ever-increasing number of students seeking support has also allowed for the expansion of the staff team. Through the second half of the 2022-23 academic year, leading into 2023-24, the service has recruited for the new roles of Disability Service Executive Officer, Senior Disability Officer and Outreach Disability Officer. Two Occupational Therapists have also been recruited during the same period to fill posts made vacant in 2022-23.

[Sustainability Charter](#)

The opening of the disAbility Hub also saw the introduction of the Trinity disAbility Hub Sustainability Charter. The charter outlines the Disability Services' commitment to being leaders in sustainability and sets out various sustainability goals for the workspace such as; paperless and printless, no single-use plastic and no bins, clear-desk policy and unplugging it, reuse and recycle.

[GDPR improvements](#)

All staff have completed GDPR training and are required to review a GDPR checklist annually. All student contact and interaction are now recorded in SID to ensure that sensitive student information is processed in accordance with the College GDPR best practice. Legacy student information was destroyed in line with the GDPR retention schedule.

[Migration to new Website Content Management System](#)

The Disability Service website was migrated to a new platform and content management system. The migration aligns the Disability Service micro-site with the larger Trinity College Dublin parent site in terms of design, aesthetic, and functionality. The new content management system will also allow for easier editing of the Disability Service website with no technical knowledge required.

[DS Strategic Developments/Disability Service Projects](#)

Trinity Disability Service has several projects that are being developed in line with the Trinity Disability Service Strategic Plan 2020-25. These projects deliver on our priorities in the five years of our inclusive journey. Our staff and students, and our values are at the heart of our project plans, while our themes, innovation, and civic engagement, underpin everything we do. Project objectives will be achieved through innovative approaches and continuous

review of service delivery while also maximising partnerships and joint working opportunities.

[Accessible Information week 2022-23](#)

Continued support between the [Trinity Inc](#) project and the promotion of inclusive practices for staff and students, areas included:

Highlights

- Engagement with the Student union to permission inclusive technologies embedded into [MS Office and with the VLE via Blackboard Ally](#).
- Review and all institutional Blackboard Ally data and future uses of such data
- Training events held and promoted via Trinity INC champions provided on Blackboard Ally provided.
- Collaboration with It Services on Office 365 training material updated for all IT training events.
- Weekly accessibility tech tip provided to TCD comms via the weekly electronic newsletter

[TCD Sense](#)

The TCD Sense project went from strength to strength through 2022-23 as the project nears its conclusion before the end of the year. The following is an update of the activities that were actioned throughout the academic year 2022-23:

Strand One: Approaches within the Disability Service

- Sensory-based question included in Disability Service pre-needs assessment form & needs assessment format developed and piloted
- Occupational Therapy Process based upon Trinity Student Occupational Performance Profile (Lombard, Nolan, & Heron, 2022) Adolescent / Adult Sensory Profile (Brown and Dunn, 2002) & Sensory Environment Evaluation Tool (adapted with permission from Prof Winnie Dunn).

Strand Two: College Environment

- The project continued to develop student spaces across Trinity campuses including Meeting spaces in the disAbility Hub, College Health and the Student Counselling Service, Respite Room in College Health, Oldham House at Trinity Hall. Planting was also added to a variety of spaces including Printing House Square, Student Spaces and St. James's.

- An audit of exam venues was carried out and low distraction desktop screens are being procured to improve these venues.

Strand Three: Student and Staff Awareness and Training

- Workshops delivered to academic departments, administrative areas and student supports
- Sensory Tours delivered
- Presented at Healthy Trinity Committee, Grounds and Gardens Committee
- Three internships in TCD this summer (sensory map, communications and Botanical Gardens). – 27 applications
- Sensory Trails in Trinity Botanical Gardens – online and in-person
- Videos of all spaces developed for social media campaign in 23-24
- Update of Sensory Map of Trinity - <https://seal-app-sfrh3.ondigitalocean.app/info/arts-building>

Strand Four: Research and Wider Impact

- Article British Journal of Occupational Therapy "Disabled Students perception of the sensory aspects of the learning and social environment within one Higher Education Institution." – May 2023
- Presentation AOTI Conference - October 2022.

ADHD Project

The upward trend in Trinity students either registering with DS for ADHD support, or seeking assessment and diagnosis, indicates an urgent need to review the reality of the student journey for this cohort. To investigate how the experiences of students with ADHD can inform evidence-based practice for effective support systems at all stages in the student journey from university entrance to graduation took place with the following objectives.

1. To determine the challenges, barriers, and facilitators to successful progression through college for students with ADHD.
2. To examine the progression pathways and outcomes for students with ADHD.
3. To investigate current opportunities for referral, assessment, and diagnosis of ADHD for college students and establish any gaps in service.
4. To explore the role of Executive Function in academic and adaptive functioning performance for college students with ADHD.
5. To identify current and potential supports and services in college which will enhance the experience of students with ADHD. As an evidence-based practice.

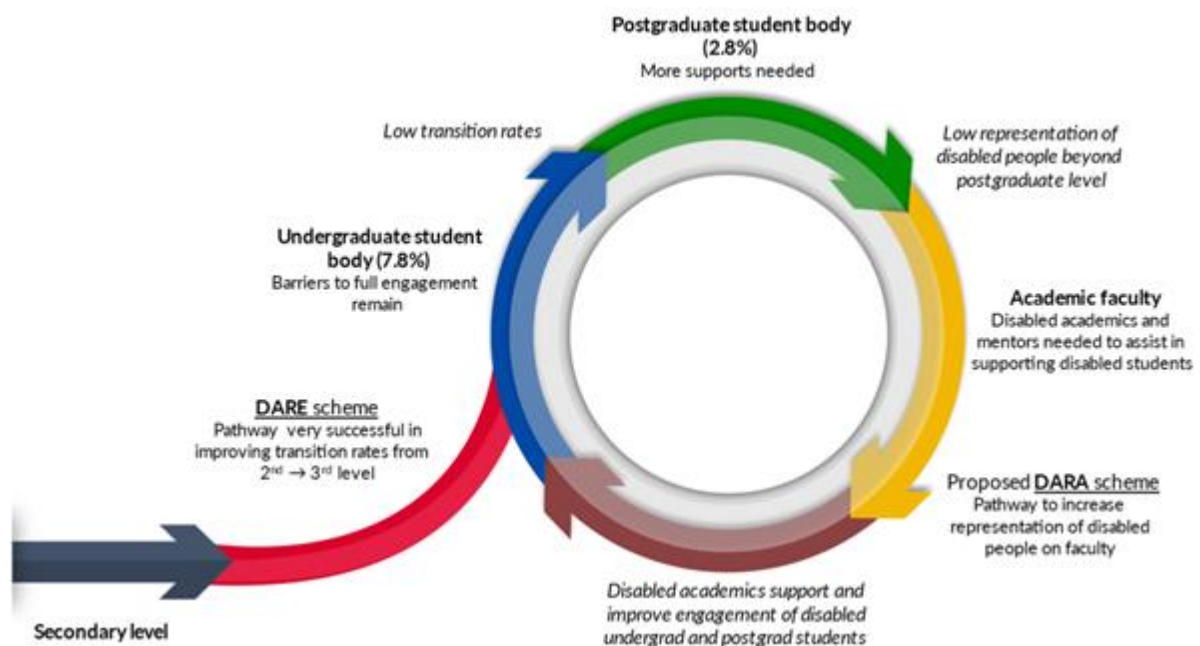
Disabled staff DARA Project

Disabled people are substantially underrepresented through the academic pipeline from undergraduate/postgraduate student body to academic faculty. There are initiatives to

support disabled people at student level which have been successful, but systemic legacy gaps remain as their progression to faculty is substantially limited. The Trinity Disability Service and the Office of the Associate Vice Provost for Equality, Diversity and Inclusion is proposing the Disability Access Route to Academia (DARA), a pilot initiative targeted to increase numbers of disabled academics by creating a pathway to academic faculty. This would assist in achieving Trinity’s strategic objectives in respect of recognition of academic excellence, equity, and improving access to international funding. It would also be in line with the targets of the National Access Plan and Public Sector Duty, and the recommendations of the TCD Forum for Disabled Staff and Postgraduate Students.

Work is underway to develop a funding proposal to pilot the DARA project in Trinity.

DARA and the Academic Lifecycle



[Sustainability Charter](#)

Trinity DS aims to be a leader in sustainability with the development of our Sustainability Charter that can be viewed [here](#). The disAbility Hub is aiming to be digitally transformed, paperless and plastic free along with promotion of the social goals of the UN convention on sustainability.

The UN Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including disabled poverty, disabled inequality, climate change, environmental degradation, peace, and justice. We acknowledge that our operations, activities, and infrastructure affect our natural environment and the well-being of our planet. We are cognisant of our responsibility to reduce our impact and transition to a more sustainable workplace.

We will strive to empower transformation to a sustainable society for all our stakeholders including disabled students, disabled staff, the people that we work with, and the community in which we live and serve. Using positive disability language and the social model is vital to achieving an intersectional approach in building enabling and inclusive support services for disabled people.

Central to our ambition is to embed sustainability throughout our student and staff experience. The purpose of this Charter is to communicate our ambition. This Charter reflects the Trinity Sustainability Policy. It is a living document. Our ongoing performance will be measured and assessed to ensure our vision can be realised.

Trinity Disability Service was awarded a Sustainability Leadership Award during the annual Green Week in March 2023.

[Reasonable Accommodation Policy review](#)

An extensive review and stakeholder engagement of the Trinity Reasonable Accommodation took place in this academic year. The revised policy was sent by the Director of the Disability Service to USC (Undergraduate Studies Committee) and GSC (Graduate Studies Committee). The policy was considered to be working well and clearly outlines Trinity's obligation and responsibilities to disabled students. Only minor changes were asked. There were no changes proposed to the main policy bar reference to the HEA Act 2022. There are no material changes to Appendix 1 – Code of Practice for students with disabilities bar updating of disability language, ensuring gender neutrality, web hyperlinks and updating reasonable accommodation procedures.

In addition, a proposal to add an additional appendix – Appendix 2: Guidelines for students and staff on the modification of examinations and assessment arrangement for students with disabilities. These guidelines precede the 2018 Reasonable Accommodation Policy approved in March 2017 but required updating to capture National and Trinity changes in the implementation of examination accommodation granted to students with disabilities.

Council approved the revised policy in March 2023 and Academics and Schools were asked to ensure they are fully aware of their responsibility to fully implement the reasonable accommodations approved by this College approved Policy.

Undocumented disabled student

Changes to RACE (Reasonable Accommodations at the Certificate Examinations) at second level were implemented in 2017, and the new School Inclusion Model implemented in 2018 meant that Disability Services in third-level institutions were encountering the first waves of students transitioning from post-primary school who have been reasonably accommodated and supported through their education, based on individual need, and not a formal diagnosis of a disability. Therefore, it is likely that there will be a significant reduction in students who are in a position to provide the documentation necessary to take part in a) the Disability Access Route to Education (DARE), and b) to register with University Disability Services, unless their parents have the financial wherewithal to seek a costly private assessment. There is an added problem in that there is a dearth of clinical professionals (psychologists, psychiatrists and therapists) in Ireland resulting in excessively long waiting lists (Houses of the Oireachtas, 2022).

A review of disabled students without full evidence of disability (R category in SITS) was carried out in 22-23. The following data was found:

- 276 students – R Category at time of review
- 86 of those students have proper documentation for FSD eligibility. These are updated on SITs
- 114 /190 have documentation for general supports
- 76 others that need to be reviewed by disability officer to update SITS with category

As part of the Reasonable Accommodation Policy review this issue was raised with the Deans of Undergraduate and Postgraduate Studies. A legal opinion was suggested on how best to deal with this emerging group.

Trinity sought a legal opinion and broadened this opinion to the national HEIs via DAWN (DISABILITY ADVISORS WORKING NETWORK) and an opinion was given and presented at an event in Trinity in May 20203. This legal opinion made it clear that evidence of disability is not a gateway to support in the University and that policies and procedures needed to be reviewed to capture the inclusion of this cohort.

As Trinity had adopted this change as a pilot this was formalised in the academic year 203-24 as an outcome and all students are supported and met for a discussion on their disability needs.

Off books Project

Over the past year, a dedicated Working Group on the 'Provision of Services to Students who Interrupt their studies' made significant strides in streamlining processes and services

for students who opt to go 'Off-Books'. Our Director played a pivotal role in these discussions, taking on the crucial responsibility as the Secretary to this Working Group.

Key Outcomes:

1. **SLD Resources for Off-Books Students:** Initiatives have been put in place to bolster resources for students off the books, ensuring they receive the requisite support during their period away.
2. **Clear Communication:** There's been an emphasis on enhancing clarity and understanding. This has been evidenced by the Dean of PG studies curating specialized pages for postgraduates and the creation of a comprehensive guide directing students through the Off-Books process.
3. **Review and Revision of Forms:** The language and user-friendliness of the Off-Books form underwent review and revision, optimising it for accessibility and clarity.
4. **System Upgrades:** A significant update is the modifications made in the SITS system. These modifications have broadened Off-Books students' access to crucial academic resources, such as email, Teams, Blackboard, and direct email updates on course material. A detailed exploration is underway to further optimize this system for the specific cohort.
5. **Student Support Reinforcement:** Our commitment to the holistic well-being of our students remains unyielding. Off-Books students now have an enhanced suite of services at their disposal, ranging from one-on-one counselling sessions to a plethora of online resources centred on mental health.
6. **Reintegration into Academic Life:** Recognizing the potential challenges of reintegrating into academic life after a hiatus, guidelines for a streamlined re-registration process are under development. This will ensure Off-Books students have a seamless transition back into their academic journey, equipped with all necessary information about exams, module selections, and accommodation.

The Director's role in these efforts has been instrumental. His diligent contributions as the Secretary to the working group have facilitated organized discussions, detailed record-keeping, and the timely execution of decisions. As we reflect on this year's achievements, we are optimistic about the enhanced experience we are curating for our Off-Books students. Their well-being and academic success remain at the forefront of our endeavours.

[Temporary disability](#)

The Disability Service at Trinity recently undertook the responsibility of managing Temporary Disability Examination Support, a shift previously under the purview of tutors and the Academic Registry. This decision was primarily aimed at centralizing the support system, ensuring that students with temporary disabilities received specialized assistance tailored to their needs, and alleviating the administrative burdens on tutors and the

Academic Registry. While this pilot program demonstrated significant promise in creating a more streamlined and efficient process for students, it was not without its challenges. Some logistical issues, particularly concerning application deadlines, surfaced during its initial implementation. The team is actively working on these areas for improvement, with an intention to refine and perfect the process in subsequent semesters. The overarching goal remains consistent: to provide optimal support to students while ensuring smooth administrative procedures for all stakeholders involved.

[Trinity PATH 4](#)

The DS in conjunction with Trinity Centre for People with Intellectual Disabilities (TCPID) received phase 1 PATH 4 funding to carry out this project over 2023. The aim is to create an accessible campus that is welcoming to all disabled students especially those with an intellectual disability (ID). Four work packages were developed with the following objectives:

- Carry out an inclusivity and accessibility mapping exercise of the University Student Life
- Review of the Certificate in Arts, Science, and Inclusive Applied Practice (ASIAP) Level 5
- Develop undergraduate modules that are universally designed for learning (UDL) that can be delivered at level 5 and 8
- Develop accessible learning resources for intellectually disabled students

Halfway report has the following outcomes:

- WP 1 - Student Journey Mapping - An inclusivity and accessibility mapping exercise of the University Student Life

The aim of WP1 is to map the student experience of university life and identify barriers to inclusion and accessibility. Initial touchpoints were identified as Pre-Entry, On Campus, and Off Campus, which was later refined to focus on the workspace. Interviews were conducted with students, parents, TCPID staff, employers, and service providers, and the information gathered was used to identify barriers and challenges to inclusion and accessibility. Co-design workshops were designed to address inefficiencies and promote Universal Design (UD) in student services. The disabled graduate intern produced the Disability Inclusion Toolkit, which aims to provide Trinity staff with the tools to become more inclusive to disabled students and the wider student population. Challenges included managing the overlap between WP1 and WP2 and engaging students who did not respond to calls to engage. Overall, the project has made progress towards its aim of mapping the student experience of university life and identifying barriers to inclusion and accessibility.

- WP 2 - Review of the Certificate in Arts, Science, and Inclusive Applied Practice (ASIAP) Level 5 with the view to develop a proposal for PATH 4 Phase 2

Work Package 2 focuses on reviewing the Certificate in Arts, Science, and Inclusive Applied Practice (ASIAP) Level 5 program from the student perspective, and identified issues such as the importance of internships, passivity of prospective students, lack of accessibility in pre-entry/registration processes, ambiguous course objectives, and confusion among parents and students about the academic content. Workshops will be conducted in Q2 to address these issues and incorporate Universal Design for Learning (UDL) as the core of the course to facilitate students with diverse abilities.

- WP 3 - Universal Design for Learning (UDL) Inclusive Module Development to build upon strand 1 mapping exercise and allow undergraduate students with intellectual disabilities in TCD to engage with modules and students outside of the TCPID programme.

The aim of Strand 3 is to integrate students with intellectual disabilities into undergraduate programs at Trinity College Dublin. The process involves identifying stakeholders, seeking internal approval, conducting desk-based research, and consulting with other education providers. The main challenges include persuading and informing stakeholders, obtaining administrative support, and addressing risk-averse attitudes among some colleagues. The project is progressing, with discussions on developing a UDL toolkit and an auditing pilot module at advanced stages.

- WP 4 - Accessible Learning Resources - UDL inclusive principles and practices to create and develop curriculum materials designed to enhance and reinforce student learning on the TCPID course.

The project aims to develop accessible learning resources for students with intellectual disabilities in Trinity College Dublin. Two modules from the ASIAP program were selected for this purpose: Human Rights and Disability Rights. Learnovate, a technology centre in Trinity College Dublin, was approached to develop a technology platform that provides accessible curriculum materials. Trinity College Library was also involved in the project to audit the accessibility of their digital support resources and create a resource toolkit that caters to the diverse needs of the student body. The project encountered minor delays in recruitment for user experience workshops and in hiring a Research Assistant, but progress is expected to catch up with delayed milestones. The workshop outputs have identified pain points, opportunities for improvement, and existing accessible learning elements. The Research Assistant will deliver a roadmap for an accessible digital support resource toolkit and a lesson plan for a MyReadingList workshop.

Universal Access Projects

Throughout the year, notable progress has been made on Universal Access Projects across the campus. The feasibility study for the Provost's House has been concluded, with the 3D measured building survey also completed. The conservation architect framework tenders are currently under review, with an appointment expected by July 2023. Subject to internal approvals, we anticipate the planning application by September 2023, with works beginning in Winter 2023.

House 6, Public Theatre/Examination Hall will follow a similar trajectory to the Provost's House, with works likely to commence in Q1 2024. The Moyne Institute's upgrades are already underway and are slated for completion by the end of July 2023. For the PHS, 10-12 enabled doors will be installed, mirroring the Moyne Institute and Chemistry Extension's approach. These works are projected to start in Summer 2023.

The Chemistry Extension Universal Access project is scheduled to kick off in August 2023. Players' Theatre necessitates a Fire Safety Regularisation Certificate, and with the Fire Safety Consultant Framework now operational, the technical report is set to commence in June 2023, positioning the works to begin by late Summer 2023.

Positive strides have been made with the Provost's House project. With the conservation architect framework solidified, there's momentum to engage with DCC on planning implications. Assuming a smooth approval process, the projected completion is by Q4 2024. There are discussions ongoing about the challenges of House 6.

JCR Hamilton Student Spaces run by the TCDSU, while the design and planning process is ongoing, The Capitation Committee agreed to fund up to 100,000 euro for the installation of a lift to allow for full accessibility in this space.c

Players Theatre - The recent integration of a Fire Safety consultant framework enhances our readiness to proceed with the Players Theatre project.