



Staff Guide for Implementing In Course Accommodations for Students with Disabilities

Introduction

All exam accommodations listed on a student's LENS report apply to every credit-bearing assessment, including in-class tests. Academic staff are responsible for putting these accommodations in place, with support available from the Academic Registry Disability Assessment Officer. This includes help with extra time, alternative formats, accessible venues, invigilation, assistive technology, and temporary disabilities.

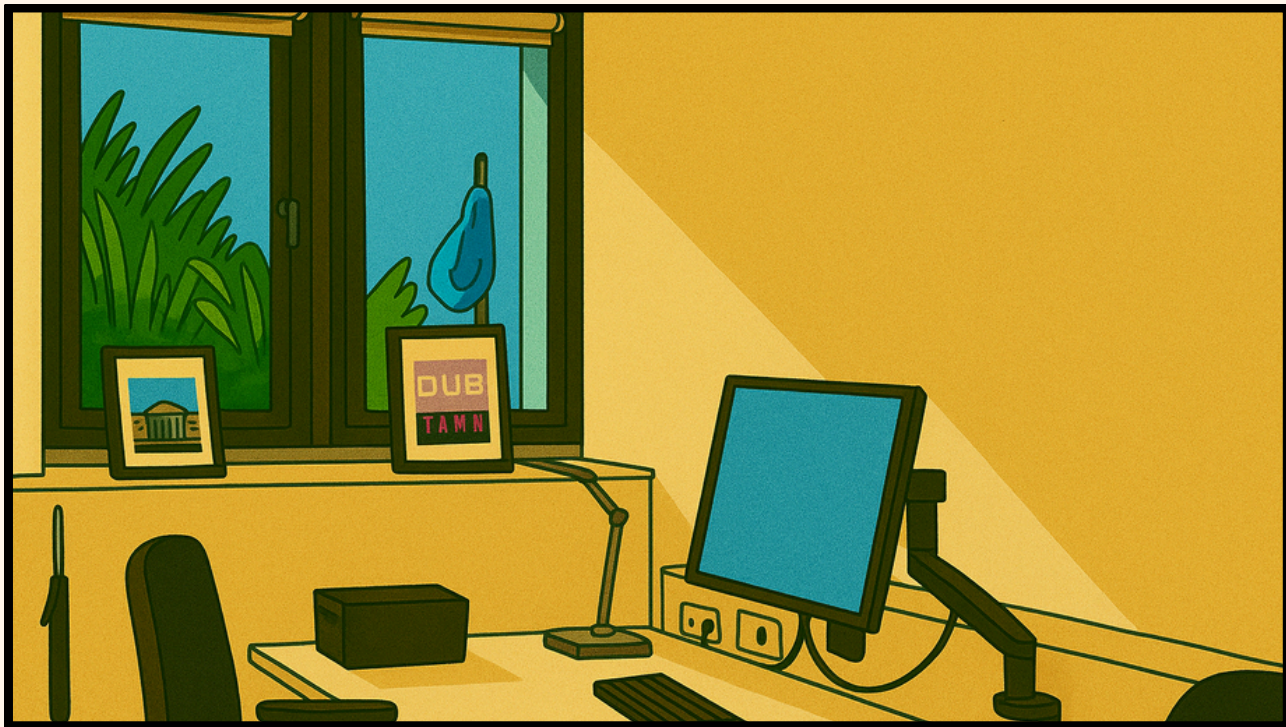


The Reasonable Accommodation Policy

Trinity's Reasonable Accommodation Policy (2023) sets out the university's commitment to supporting disabled students. It outlines the process through which **reasonable accommodations are identified, approved, and communicated to ensure** that students with disabilities are not disadvantaged in any aspect of teaching, learning, or assessment.

The policy defines **both standard and non-standard accommodations**, explains how they are recorded on **LENS (Learner Educational Needs Summary)** reports, and confirms the responsibility of staff to implement them. These supports may apply to lectures, tutorials, labs, placements, in-course assessments, and formal examinations.

By embedding reasonable accommodations across all aspects of academic life, **Trinity ensures that disabled students can participate on an equal basis** with their peers. More detailed information on the formation and implementation of reasonable accommodations is available within the policy.



Student LENS Reports

A **LENS Report** is created for every student registered with the Disability Service to outline the **reasonable accommodations** they are entitled to. These accommodations are designed to ensure that students can fully participate in their studies and assessments on an equal basis with their peers.

Teaching staff can view the LENS reports for their own students directly, or access summary information through **Power BI**. If a student is enrolled in your module, you will automatically have access to their report.

To protect student privacy, staff should access LENS reports through the official systems rather than asking students to share them directly.



1. Review Students with LENS Reports for Your Module

- Log into **Power BI** Reasonable Accommodation Dashboard.
- Check the “Module View” to see which students have accommodations for your module.
- Look specifically at: Assessment accommodations (e.g. extra time, laptop use, low distraction) and Assistive technology needs.

2. Identify the Type and Format of Assessment

- In class exam/test - online or in person/open or closed book
- Essay
- Report - lab/reflective
- Group project
- Oral/viva voce
- Practical labs/assessments
- Presentations
- Attendance/participation
- OSCEs



3. Implement Reasonable Accommodations Required

Within Power BI you can see what reasonable accommodations should be implemented for each of your students.

Here are some common reasonable accommodations:

Group venue/Low distraction venue: Offer a separate exam venue for disabled students. For example, if the exam is in the lecture hall, have a separate lecture hall or room for students.

Extra time in exams/MCQ's: Providing additional time to complete exams is one of the most common accommodations, helping students. The LENS report will show how much extra time a student requires.

Use of Assistive Technology: Allowing the use of specific technologies, such as screen reading software, speech-to-text applications, or magnification software, supports students with visual impairments, dyslexia, or mobility impairments.

Some students will have none standard reasonable accommodations such as requiring an alternative form of assessment. If this is the case, you will be contacted by the Disability Officer of the student.

Ensuring an Accessible Venues

If low distraction, separate venue or assistive technology is required:

Identify suitable room (e.g. available classroom, library room).

Book through local School admin or Room Booking System.

Accessibility Checklist for In course Assignments

You are also required to ensure all assignments are accessible. Here is some questions you should be asking yourself before design your assessments

Checklist Question	Rule of Thumb	What That Means in Practice	Additional Tip
Is the assessment equitable and accessible to all students?	If a student cannot access the task due to a barrier you can remove, the assessment is not inclusive.	Consider physical, sensory, digital, and cognitive accessibility. Use clear layouts, accessible formats, and avoid unnecessary barriers like complex instructions or inaccessible tools.	Ask: “Would a student using assistive tech or facing fatigue complete this fairly?”
Is there flexibility in how students can demonstrate their learning?	One-size-fits-all rarely fits everyone.	Offer more than one valid way to meet the learning outcomes when possible – e.g., allow visual, oral, or written formats.	Flexibility does not lower standards; it just allows students to show what they know in ways that suit their strengths.
Is the assessment culturally sensitive and inclusive?	Avoid assumptions about background knowledge or lived experience.	Use examples, language, and scenarios that do not rely on specific cultural references, idioms, or norms. Avoid content that may alienate or stereotype.	Diversify your examples to reflect your actual student cohort. Test for unconscious bias.
Does the assessment support learning, not just measure it?	Assessments should teach as well as test.	Use tasks that encourage critical thinking, feedback, and application of knowledge – not just recall. Include low-stakes or formative elements where possible.	Students learn more when they see assessments as opportunities to grow, not just prove.
Is the purpose and structure of the assessment transparent and clear?	If students do not understand what is expected, they cannot succeed.	Provide clear rubrics, explain criteria in plain English, and discuss expectations in class or online. Use examples or model answers where appropriate.	Ask: “Could a student unfamiliar with this discipline still understand what is being asked?”

Disability Liason Officers and School Contact in the disAbility Service

The role of the School DLO is to oversee/monitor the School's process to ensure the effective dissemination and implementation of Reasonable Accommodations proposed by the DS.

If you have a query about the implementation of accommodations you should contact your schools DLO first.

Each school also has a Disability Officer assigned from the disAbility Service. This is listed below.



School Contacts in the disAbility Service

School/Department	Disability Officer assigned to school
Biochemistry and Immunology	Angelina Lavelle
Business	Declan Reilly
Centre for Deaf Studies	Declan Reilly
Chemistry	Angelina Lavelle
Computer Science and Statistics	Declan Reilly
Creative Arts	Declan Reilly
Dental Science	Declan Treanor
Education	Declan Reilly
Engineering	Kieran Lewis
English	Angelina Lavelle
Genetics and Microbiology	Kieran Lewis
Histories and Humanities	Declan Treanor
Human Nutrition and Dietetics	Kieran Lewis
Languages, Literatures and Cultural Studies	Angelina Lavelle
Law	Eithne Coleman
Linguistic, Speech and Communication Studies	Angelina Lavelle

Mathematics	Angelina Lavelle
Medicine	Declan Reilly
Natural Sciences	Angelina Lavelle
Nursing and Midwifery	Declan Reilly
Occupational Therapy	Christopher Cunningham
Pharmacy and Pharmaceutical Sciences	Declan Reilly
Physics	Angelina Lavelle
Physiotherapy	Christopher Cunningham
Psychology	Declan Reilly
Radiation Therapy	Christopher Cunningham
Religion	Angelina Lavelle
Science Course Office	Declan Reilly
Social Science and Philosophy	Angelina Lavelle
Social Work and Social Policy	Declan Reilly
TAP	Fiona Whelan
TCPID	Declan Reilly
The Lir	Angelina Lavelle
Global	Declan Reilly

For contact information please visit www.tcd/disability/