User-Led Accessibility Audit (ULAA)

Grand Report

Date of Audits: Summer 2024

Auditors: Glen Wilkie, Faolán Doecke-Launders, Wilson Williams

Report written by Faolán Doecke-Launders and Declan Treanor

Date of Grand Report: 11 August 2025

Report Contents

Section A

A - Introduction

A1.1 Introduction

Trinity College Dublin has a long-standing commitment to fostering an inclusive and equitable environment for all members of its community. Accessibility is central to this commitment, ensuring that disabled students and staff can fully participate in every aspect of university life. While statutory compliance with accessibility standards provides a foundation, true inclusion requires going beyond minimum requirements and embedding the lived experiences of disabled people into decision-making and planning.

The User-Led Accessibility Audit (ULAA) initiative represents a transformative approach to accessibility. By placing disabled students at the centre of the auditing process, this project ensures that recommendations are grounded in authentic experience and reflect practical, everyday challenges encountered on campus. This user-led model not only highlights areas for improvement but also empowers students to act as co-creators of change, aligning with Trinity's broader strategic commitments to equality, diversity, inclusion, and belonging. Importantly, the audit tool itself was researched and evidenced against Part M Building Regulations and Universal Design good practice guidelines, ensuring that findings are underpinned by both lived experience and established accessibility standards. This Grand Report consolidates the findings of accessibility audits carried out across residential and academic spaces between May and July 2024. It provides detailed evidence, actionable recommendations, and a roadmap for embedding

accessibility improvements into campus development, facilities management, and student supports. The report also underlines urgent areas where safety and usability must be addressed to safeguard student wellbeing.

This initiative represents a pivotal step towards enhancing the inclusivity of our environment, ensuring that all members of our community can navigate and utilise our facilities with ease. We aim to harness the powerful insights of those that are directly affected by accessibility barriers to facilitate meaningful change across our community. Their nuanced encounters will provide critical expertise and provide extensive data which will encourage the development of effective change. Emphasising student stories confirms any recommendations uncovered are central to the unique needs of Trinity students, which allows us to continue fostering a supportive world-class educational environment for all.

A1.2 Scope of the Audit

In May 2024, we began our series of audits with an initial focus on residential accommodation, assessing 36 enabled rooms across the campus, as well as 42 at Trinity Hall. Following this, our efforts will extend to academic buildings, including the Lloyd, Hamilton, TBSI, and James' buildings. Our team, composed of disabled student interns and supported by staff from Estates, Accommodation, and Disability Services, will systematically evaluate these areas. We aim to identify obstacles that may not be evident without the perspective of those directly impacted by such challenges. For more information on our brilliant student interns, please visit https://www.tcd.ie/disability/contact/staff-profiles/student-interns/

A1.3 Your Role and How to Participate

We encourage all staff to engage with this process, whether by participating in the audits, providing feedback, or implementing changes within your respective areas.

The findings from these audits will be instrumental in guiding future enhancements to our campus. Thank you for helping us make Trinity College Dublin a more accessible and inclusive environment for everyone.

Section B

B - Accessibility Recommendations by Audit

Note that there will be significant difference in recommendation discussion between areas due to their differing nature

Audits **B1** are for **Student Accommodation**

Audits **B2, B3, B4, B5, B6, B7, and B8** are for **Academic Buildings**

B1. Enabled Rooms (On-Campus and Halls)

Front Square, Botany Bay, New Square, Printing House Square, and Goldsmith Hall, Trinity Halls Apartments

Date of Audit: May 2024

Audited By: Glen Wilkie, Faolán Doecke-Launders, Wilson Williams

Designing accessible student residential rooms requires the functionality and specific design of various aspects that can ensure inclusivity for wheelchair users, those who are visually impaired, have sensory needs and individuals with other disabilities. Below are recommendations and guidelines for improving furniture and overall room design to be referred to moving forward.

List of Enabled Accommodations Audited

Trinity Main Campus	
Front Square	07.0.04, 09.0.01, 09.1.01
Botany Bay	12.0.01a, 12.0.01b, 12.0.01c, 13.0.01a, 13.0.01b, 13.0.01c, 14.0.01a, 14.0.01b, 14.0.01c
New Square	34.0.02, 34.1.01, 36.1.01, 40.3.01, 40.3.02
Printing House Square	41.8.03, 42.10.03, 42.11.01, 43.8.04, 44.2.03, 44.4.03, 44.6.03, 44.8.03, 44.10.01
Goldsmith Hall	70.1.05, 70.1.09, 70.2.05, 70.3.05, 70.4.05, 71.4.05, 71.2.06, 71.3.06, 71.4.06
Trinity Halls	
Apt. 80	80.01.04, 80.04.04, 80.07.04, 80.10.04, 80.14.03
Apt. 82	82.04.01, 82.07.01, 82.10.01, 82.14.01
Apt. 85	85.03.01, 85.06.01, 85.09.01, 85.12.01, 85.16.01
Apt. 86	86.02.01, 86.02.07, 86.05.01, 86.05.07, 86.08.01, 86.08.07, 86.11.01, 86.11.07, 86.15.05
Apt. 87	87.02.01, 87.05.01, 87.08.01, 87.11.01, 87.15.01
Apt. 88	88.03.01, 88.03.04 (Twin), 88.06.01, 88.09.01, 88.12.01 (in apt 11)
Apt. 89	89.01.02, 89.02.01, 89.05.01, 89.08.01, 89.11.01
Apt. 91	91.02.01, 91.05.04, 91.08.04, 91.11.03, 91.14.03

B1.1 - Executive Summary of Enabled Rooms

This User-Led Accessibility Audit for Trinity College Dublin, conducted in May 2024, evaluates the accessibility of residential rooms across multiple campus locations. The audit, driven by disabled student interns, identifies both general and specific accessibility issues in residential accommodations, aiming to foster a more inclusive environment. The report provides detailed recommendations and identifies specific areas for improvement.

Priority Recommendations

1. Automate Entrances and Doors:
    - Install automatic doors at all building entrances, apartment doors, and critical internal doors to improve accessibility for wheelchair users.
2. Bathroom Modifications:
    - Install adjustable shower seats, additional grab rails, and detachable showerheads.
    - Ensure bathroom emergency pull cords are functional and correctly connected.
3. Kitchen and Living Spaces:
    - Adjust extractor fans, oven controls, and fire safety equipment to accessible heights.
    - Implement under-sink and under-hob clearances for wheelchair accessibility.
4. Bedroom Adjustments:
    - Ensure bed heights facilitate easy transfers (ideal height: 48cm).
    - Make shelves, windows, and closet hanging rails reachable for wheelchair users.
5. Emergency and Wayfinding Improvements:
    - Enhance fire exit signage with braille and guided lighting.
    - Ensure emergency support systems are operational and accessible.
6. Sensory Environment Enhancements:
    - Replace inconsistent and flickering lights with stable, warm-toned lighting.

- Designate low-noise, naturally lit rooms for students with sensory sensitivities.

B1.2 - Tabular Summary of General Recommendations

Section 1: Wardrobe Accessibility	
Adjustable Shelving and Hanging Rails	Install wardrobes with adjustable shelving and hanging rails that can be easily reached from a seated position (i.e. a wheelchair).
Lowered Handles and Controls	Ensure handles, knobs, and controls are at a height accessible to wheelchair users, typically between 15 to 48 inches from the floor.
Sliding Doors	Use sliding doors instead of hinged doors where applicable to allow easier access without needing additional manoeuvring space.
Section 2: Bathroom Design	
Non-Slip Flooring	Use slip-resistant flooring materials to prevent accidents. Textured tiles or non-slip vinyl are good options.
Shower Seating	Provide fold-down seats or fixed seating within the shower area, ensuring they are securely attached and can support varying weights.
Adjustable Shower Heads	Install handheld shower heads with adjustable heights and a flexible hose to accommodate different user needs.
Grab Bars	Place grab bars in key areas around the toilet, shower, and bathtub. These should be securely anchored and positioned to aid transfer and stability.
Sufficient Turning Space	Ensure there is adequate space for wheelchair users to turn and maneuver. A clear turning radius of at least 60 inches is recommended.
Section 3: Signage for Visually Impaired	
Braille and Raised Text	Use Braille and raised text on all signage to aid visually impaired individuals in navigating the space.
High Contrast Colours	Employ high-contrast colour schemes for signs to enhance visibility. This includes stair edges
Tactile Indicators	Implement tactile indicators on floors and walls, such as textured pathways, to guide visually impaired individuals safely through the building.

Fire-exit procedures	Ensure there is adequate fire-exit lighting and signage to guide a person with a visual impairment in dark conditions
Section 4: General Room Design	
Accessible Bed Height	Ensure beds are at a height that allows easy transfer from a wheelchair. Adjustable bed frames can cater to various needs.
Clear Pathways	Maintain clear and wide pathways (at least 36 inches) within the room to accommodate wheelchair movement.
Accessible Desks and Tables	Provide desks and tables with adjustable heights and enough clearance underneath for wheelchair access.
Automatic Doors	Consider installing automatic door openers or doors that require minimal force to open and close.
Lighting	Use adjustable lighting controls and ensure that switches are within easy reach. Lighting should be consistent and warm (in colour scale not temperature).
Section 5: Additional Recommendations	
Emergency Alerts	Install visual and audible emergency alerts for hearing and visually impaired individuals.
Training and Maintenance	Ensure staff are trained in accessibility requirements and maintain the facilities to keep them in good working order for disabled students ease of functionality.

B1.3 - Room Specific Accessibility Recommendations

B1.3.1 - FRONT SQUARE

Rooms Audited: 2.0.02, 7.0.04, 9.0.01, 9.1.01

FSQ01 Entrance and Navigation:

- All houses are accessed via a ramp, however, the gradient of these ramps is too steep and would be difficult to access for some wheelchair users
- The key card accesses reader is located by the edge of the steps and provides a fall risk for wheelchair users and visually impaired individuals – this needs to be addressed.
    - 2.0.02, 9.0.01, 9.1.01.

FSQ02 Automatic Doors:

- Apartment doors which require the addition of automatic function or for current function to be fixed as only work upon exit, not entrance:
    - 7.0.04, 9.0.01, 9.1.01.
- Kitchen/Living space doors which require the addition of automatic function:
    - 7.0.04, 9.0.01, 9.1.01.

FSQ03 Living / Kitchen Spaces:

- Space to be made accessible under sink for wheelchair users
    - 9.0.01, 9.1.01

FSQ04 Bathrooms:

- Shower seat to be installed:
  - 2.0.02
- All bathrooms require additional grab-rails to be installed in the shower space
- Sink height to be made accessible:
  - 7.0.04

FSQ05 Bedrooms:

- Shelves in all bedrooms need to be made reachable for wheelchair users
- Windows in all bedrooms need to be made reachable for wheelchair users
- Closet hanging rails in all bedrooms need to be made reachable for wheelchair users
- Bed Heights to be made accessible (ideal height for transfers – 48cm):
  - Reduction needed in 9.1.01 (current measurement 68cm)

FSQ06 Wayfinding:

- All rooms lack adequate fire exit signage, braille, and guided lighting to aid visually impaired individuals in the event of an emergency.

FSQ07 Emergency Support:

- Chords present in All rooms - Checks that emergency chords remain connected and functional are recommended as this was not able to be tested during audit.

B1.3.2 - BOTANY BAY

Rooms Audited: 12.0.1a, 12.0.1b, 12.0.1c, 13.0.1a, 13.0.1b, 13.0.1c, 14.0.1a, 14.0.1b, 14.0.1c

BOT01 Automatic Doors:

All entrances into each building are automatic, but do not sense you unlike the automatic doors into each apartment and should be programmed in a similar manner.

- House 14 has an unideal process where the swipe card entrance with the same buttons opening front and room door, should be reviewed to improve access.

BOT02 Living / Kitchen Spaces:

- All rooms need Extractor fan and Oven controls on counter wall to be made reachable for wheelchair users.
- All rooms have accessible kitchen shelves accessed via a pulley system, should be reviewed was quite awkward to access.
- All rooms need to have fire extinguisher / blanket re-adjusted to an accessible height
- All rooms recommended to have additional smaller fridge (as seen in Printing House Square) so that fridge access is fully accessible.

BOT03 Bedrooms:

- All bedrooms can enhance their manuvering space by reorganising their furniture, can be resolved by utilising a smaller desk and a wardrobe.
- Shelves in all bedrooms need to be made reachable for wheelchair users
- Windows in all bedrooms need to be made reachable for wheelchair users
- Closet hanging rails in all bedrooms need to be made reachable for wheelchair users

BOT04 Bathrooms:

All bathrooms (which are shared) are recommended to have their shower to be designed similar to those in found in Printing House Square. Each shower needs a shower seat attached to the wall, additional grab rails to mitigate injury, a detachable showerhead to enhance functionality and a shower curtain to minimise water spillage and enhance privacy of the residents.

BOT05 Emergency Support:

Chords present in All bedrooms, check that emergency chords remain connected to security and functional are recommended as this was not able to be tested during audit.

However, emergency cords need to be installed in all bathrooms beside the toilet area and another within the shower.

BOT06 Wayfinding:

All rooms lacked adequate fire exit signage, braille, and automatic lighting for visually impaired students to be guided safely from their room to the fire exit.

B1.3.3 - GOLDSMITH HALL

Rooms Audited: 70.1.05, 70.1.09, 70.2.05, 70.3.05, 70.4.05, 71.4.05, 71.2.06, 71.3.06, 71.4.06

GLD01 Entrance and Navigation:

All apartments are impossible to enter due to cumbersome door restricting access, requires immediate automation to access lift to relevant floors. The door leading onto the bridge across Pearse St is also very heavy and difficult to use. Upon crossing the bridge, all apartments are situated at the top of a steep hill, once again limiting entry for wheelchair users.

GLD02 Automatic Doors:

- No door throughout the complex was automatic, including doors to all living spaces and kitchen.

GLD03 Living / Kitchen Spaces:

- All rooms need Extractor fan and Oven controls on counter wall to be made reachable for wheelchair users
- All rooms need to have fire extinguisher / blanket re-adjusted to an accessible height
- All rooms recommended to have additional smaller fridge (as seen in Printing House Square) so that fridge access is fully accessible

GLD04 Bedrooms:

- Shelves in all bedrooms need to be made reachable for wheelchair users
- Windows in all bedrooms need to be made reachable for wheelchair users
- Closet hanging rails in all bedrooms need to be made reachable for wheelchair users.
- All beds are too high for ideal transfers, should be reduced to 48cm to improve access.

GLD05 Bathrooms:

All bathrooms are recommended to have their shower to be designed similar to those in found in Printing House Square. Each shower needs a shower seat attached to the wall, additional grab rails to mitigate injury, a detachable showerhead to enhance functionality and a shower curtain to minimise water spillage and enhance privacy of the residents.

- HIGH-RISK: Steep ramps are used to access bathrooms in all apartments in House 71 (*4.05, 2.06, 3.06, 4.06)*
    - High likelihood of injury upon exiting of bathroom – auditor crashed into wall due to lack of manuvering space. Possible spillage of water due to lack of curtain which could flood entire apartment.

GLD06 Wayfinding:

There is no continuous rail on the stairs and lack of contrast between the steps which pose a risk to visually impaired students in the event of an emergency at the main entrance.

GLD07 Sensory Support:

- All rooms should have inconsistent colour and flickering lights removed and replaced with warmer toned bulbs that remain consistent throughout the apartment.

GLD08 Emergency Support:

No emergency chords present in *70.1.05, 71.2.06, 71.3.06, 71.4.06. Install immediately.*

Checks that current emergency chords remain connected to security and functional are recommended as this was not able to be tested during audit.

However, emergency cords need to be installed in all bathrooms beside the toilet area and another within the shower.

B1.3.4 - NEW SQUARE

Rooms Audited: 34.0.02, 34.1.01, 36.1.01, 40.3.01, 40.3.02

Entrance and Navigation:

NSQ01 Automatic Doors:

- ALL entrance building doors require the addition of automatic function
- Apartment doors which require the addition of automatic function or for current function to be fixed:
  - 36.1.01, 40.3.01, 40.3.02
- Kitchen doors which require the addition of automatic function:
  - 34.0.02, 34.1.01, 36.1.01, 40.3.01, 40.3.02

NSQ02 Living / Kitchen Spaces:

- All rooms need Extractor fan and Oven controls on counter wall to be made reachable for wheelchair users
- All rooms need to have fire extinguisher / blanket re-adjusted to an accessible height
- All rooms recommended to have additional smaller fridge (as seen in Printing House Square) so that fridge access is fully accessible

NSQ03 Bathrooms:

- Shower seat to be installed:
  - 34.1.01, 36.1.01, 40.3.01, 40.3.02
- All bathrooms require additional grab-rails to be installed in the shower space
- Showerheads to be made detachable and reachable:
  - 36.1.01, 40.3.01, 40.3.02,

NSQ04 Bedrooms:

- Shelves in all bedrooms need to be made reachable for wheelchair users
- Windows in all bedrooms need to be made reachable for wheelchair users
- Closet hanging rails in all bedrooms need to be made reachable for wheelchair users
- Bed Heights to be made accessible (ideal height for transfers – 48cm):
    - 36.1.01, 40.3.01, 40.3.02

NSQ05 Wayfinding:

- All rooms lacked adequate fire exit signage and automatic lighting for visually impaired students to be guided safely from their room to the fire exit.

NSQ06 Emergency Support:

- Chords present in All rooms - Checks that emergency chords remain connected and functional are recommended as this was not able to be tested during audit. Ensure functional in bed area, toilet and shower.

NSQ07 Sensory Support:

- All rooms should have Inconsistent colour and flickering lights removed and replaced with warmer toned bulbs that remain consistent throughout the apartment.

B1.3.5 - PRINTING HOUSE SQUARE:

Rooms audited: 41.8.03, 42.10.03, 42.11.01, 43.8.04, 44.2.03, 44.4.03, 44.6.03, 44.8.03, 44.10.01

Entrance and Navigation:

PHS01 Automatic Doors:

- ALL exterior building, apartment and bedroom entrance doors have automatic functionality.
- ALL kitchen / living doors require the functionality to be added.

PHS02 Living / Kitchen Spaces:

- A general presence of too many sofas around the complex that prevent maneuvring space
- ALL kitchens have switches for ovens and extraction unreachable above countertops

PHS03 Bedrooms:

- Higher storage draws in wardrobes inaccessible in all rooms bar 43.08.04 – Would be better to be removed and used as shelf (43.08.04 as example where this has been done successfully).
- Blinds in all rooms need to be made reachable for wheelchair users

PHS04 Emergency Support:

- Chords present in All rooms - Checks that emergency chords remain connected and functional are recommended as this was not able to be tested during audit

B1.3.6 - TRINITY HALLS

Rooms audited: See List of Enabled Accommodations Audited

Entrance and Navigation:

Both entrances into the complex are step-free, but the gates are not automated and very heavy and difficult for a wheelchair user to use.

THL01 Automatic Doors:

- No door throughout the complex was automatic, including all living spaces as well the reception area and other communal spaces such as the canteen.

THL02 Living / Kitchen Spaces:

- All rooms need Extractor fan and Oven controls on counter wall to be made reachable for wheelchair users
- All rooms need to have fire extinguisher / blanket re-adjusted to an accessible height
- All rooms recommended to have additional smaller fridge (as seen in Printing House Square) so that fridge access is fully accessible.

THL03 Access to Appliances:

We found that some cabinets in the kitchen areas can be removed to allow access for a wheelchair user. This should be common practice and implemented across all enabled apartments. Please find below a summary of spaces where this feature was not working as intended.

Halls - Summary of Accessible Appliance Recommendations

Apartment	*Sink Cabinet Intervention Only*	*Hob Cabinet Intervention Only*	*Intervention For Both Sink and Hob*
80	N/A	80.14.03	80.07.04
82	N/A	82.04.01, 82.07.01,	82.10.01, 82.14.01

85	85.03.01	85.09.01	85.06.01
86	86.08.01, 86.08.07	86.05.01, 86.05.07,	86.11.01, 86.11.07
87	87.05.01, 87.08.01	87.15.01	87.02.01, 87.11.01
88	N/A	88.03.01, 88.03.04, 88.06.01	88.09.01, 88.12.01
89	89.11.01	N/A	89.01.02, 89.02.01, 89.05.01
91	91.05.04	N/A	91.02.03

THL04 Bathrooms:

- All bathrooms require the attached shower seat at the wall to be loosened as they are quite difficult to push down to enable use.

THL05 Bedrooms:

- Shelves in all bedrooms need to be made reachable for wheelchair users
- Windows in all bedrooms need to be made reachable for wheelchair users
- Closet hanging rails in all bedrooms need to be made reachable for wheelchair users

THL06 Emergency Support:

No enabled apartments possess a nurse-call / emergency alarm by their bedside which pose a significant safety issue in the event of an accident where potentially the resident would not be able to call for assistance. All enabled bathrooms possess a call alarm; however, some were non-functioning as described below and should be repaired as a matter of priority.

Halls - Summary of Emergency Support Accessibility Issues

Apartment	*Room*	*Action Required*
80	80.14.03	Bathroom pull-chord is not functioning
85	85.09.01	Bathroom pull-chord is not functioning
88	88.03.01	Pull-chord showing wrong room (89.02.01) to reception
91	91.02.03	Bathroom pull-chord is not functioning
91	91.08.04	Bathroom pull-chord is not functioning
91	91.14.03	Bathroom pull-chord is not functioning

THL07 Wayfinding:

- All rooms lacked adequate fire exit signage, braille, and automatic lighting for visually impaired students to be guided safely from their room to the fire exit. On the stairs, there is no continuous rail and lack of contrast between the steps which pose a risk to visually-impaired students in the event of an emergency.

B1.3.7 - SENSORY RECOMMENDED ROOMS (ACCOMMODATIONS DEPARTMENT)

These are rooms that we have identified for students with sensory sensitivities due to low noise pollution, amenable or natural lighting with neutral and soft colours and other sensory concerns:

- Front Square: All Areas Audited
- Botany Bay: Houses 12 and 13.
- Trinity Halls: Apartments within block 80, 81 and 82

B1.3.8 - ADDITIONAL RECOMMENDED ACCESSIBILITY ROOMS (ACCOMMODATIONS DEPARTMENT)

Front Square

- 7.1.01
- 7.1.02
- 9.1.02 (Should be listed as enabled in lieu of 9.1.01 due to larger space.)

New Square

- 34.1.02

B2. The Hamilton Complex

The Hamilton, Watts, Panoz, and Smurfit Buildings

Date of Audit: May-June 2024

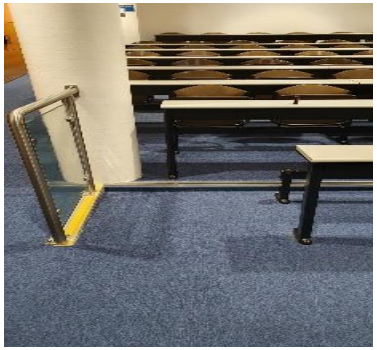
Audited By: Glen Wilkie, Faolán Doecke-Launders, Wilson Williams
Premises Manager (Area 4): Jonathan Fitzpatrick

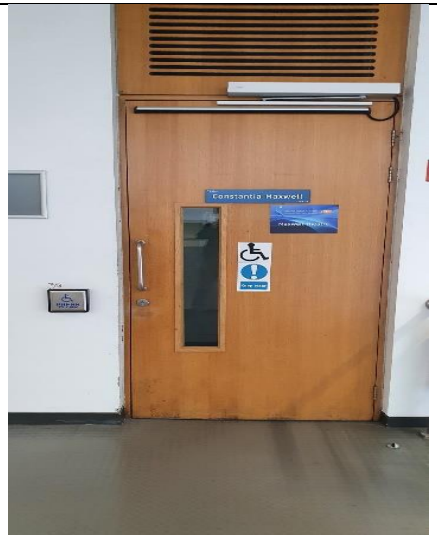
B2.1 - Tabular Summary of Accessibility Recommendations

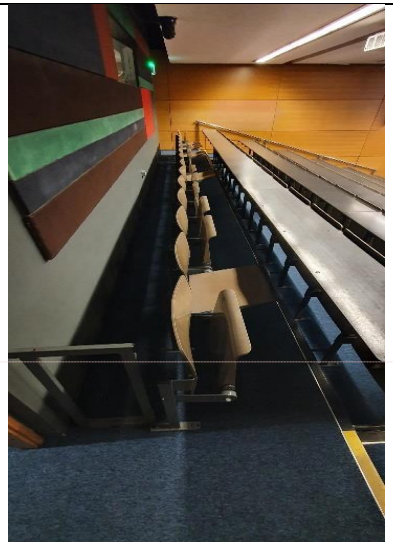
Feature	*Access Comment*	*Action Required*	*Image (if applicable)*
HAM01 Ground floor wheelchair access to the lecture halls.	Wheelchair access to the front of lecture halls in the Hamilton Building are accessed by an exterior set of heavy metal doors adjacent to the Union shop.	This door needs to be automated, as well as the front door entrances to the relevant lecture halls.	
Ham02 Wheelchair accessible entry and exit points	Hamilton and O'Reilly automatic door interior entrance has a steep incline ramp with a mat only access for wheelchair users	There is a mat placed on this ramp to prevent slipping but wheelchair users have cited that the mat often gets stuck in their wheelchair. Need to remove or consider alternative.	

Ham03 Accessible staircase for visually impaired students	Main atrium staircases have very worn tactile strips. There is also a lack of colour markers for identifying the bottom and top stairs for visually impaired users	Implement colour markers and strong tactile strips to the staircase.	
Ham04 Injury risk main atrium staircases	Risk of injury for visually impaired students when walking beneath main atrium staircases	Consider coloured identifiers or distinct signage to mitigate risk. Add materials around the edge of staircase at head-height for blind students	

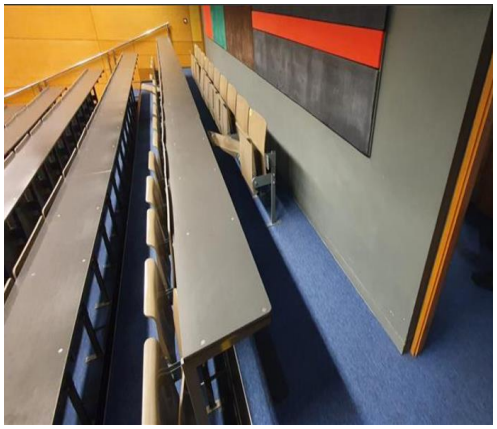
Ham05 Inaccessible student social spaces / society areas	The Westland Row buildings are inaccessible due to step access and lack of lifts once in these buildings. Corridor and door widths are often not at regulation standard of 80-90cm to allow for comfortable manuvering space.	Install ramp or lifts to access these areas also widening doorways and corridors to meet regulation. School of Maths are planning to make one of these entrances accessible to allow maths help room to be accessible to disabled students.	
Ham06 Assistive hearing devices (loop systems) in teaching spaces	Presence of assistive listening devices or infra-red technology was unable to be determined from the scope of our audit	Ensure all teaching spaces have assistive listening devices installed.	N/A
Ham07 Entrance to East End Lecture Theatres (LTEE1, LTEE2, LTEE3)	Entrances have functional automatic doors but a steep gradient to access seating, difficult for someone with mobility issues to navigate.	Address the steep gradient to make it more accessible.	

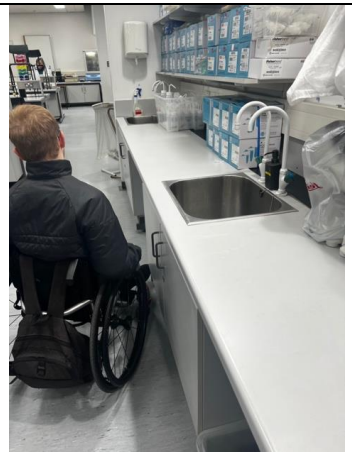
Ham08 East End Lecture Theatres – Seating Arrangements	No accessible seating present, seating arrangements are standardised and fixed, no space allocated for wheelchair users or those with diverse needs.	Provide adjustable desks and create accessible seating areas. Clearly mark these areas for wheelchair users.	
Ham09 Entrance to MacNeil Lecture Theatre	Entrance has functional automatic door on right side, wheelchair accessible exit via Hamilton student shop or lift.	Install automation on left side and ensure clear signage.	
Ham10 MacNeil Lecture Theatre – Seating Arrangements	Wheelchair accessible roll-in spaces are available in the back of the hall but other seats are fixed and standardized.	Improve seating arrangements to provide more accessible options. Clearly mark these areas for wheelchair users	

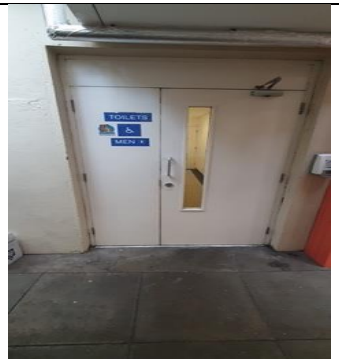
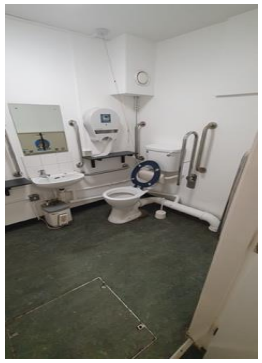
Ham11 Maxwell Lecture Theatre	Entrance has automatic door functionality, accessible by lift only.	Maintain accessibility features and ensure clear signage. Clearly mark these areas for wheelchair users	

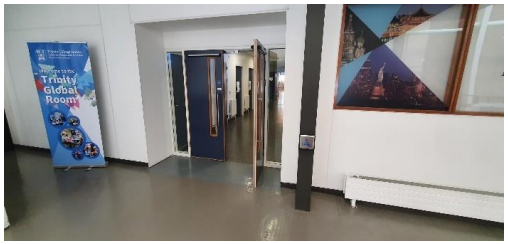
Ham12 Maxwell Lecture Theatre – Seating Arrangements	No accessible seating arrangements available, the lecture hall has stairs and is not accessible.	Create accessible seating areas and address the accessibility of the lecture hall. Clearly mark these areas for wheelchair users	
Ham13 Joly Lecture Theatre – Entrance and Exits	Entrance has functional automatic doors, wheelchair accessible exit via Hamilton student shop or lift.	N/A	N/A

Commented [DT1]: Picture hard to see or work out what is is showing

Ham14 Joly Lecture Theatre – Seating Arrangements	Sufficient seating space for wheelchair access at the back of the theatre should be implemented as gold standard for all teaching spaces.	Use this as a model for other teaching spaces.	
Ham15 All labs – access to workspace	Inaccessible without intervention but use of free-standing height-adjustable desk has been used for students with mobility issues in the past. Difficulty accessing fume	Maintain access to this accommodation and ensure an appropriate number of adjustable tables are available to accommodate student demand. Designate an accessible area and	N/A

	cupboards as required during experiments.	provide assistance for accessing fume cupboards.	
Ham16 All labs – Access to sink	No under access sink in present in any of the labs.	Install a free standing under access sink as discussed with Chief Technician	
Ham17 Bathroom – ground floor	Located just past the Security Desk. Access obstructed by two-heavy automated doors. Lack of maneuvering space and sink obstructed by electrical box.	Automate the doors, clear obstructions around the sink.	

Ham18 Academic Registry – access to facilities	Located on the first floor of the Watts building – Automatic door infrastructure present but non-functional. Wheelchair accessible service desk is obstructured.	Fix the automated doors; Automate the enabled toilet door in hallway; Lift at ground level entrance could be used by wheelchair users if wayfinding improved to AR Helpdesk; and ensure the wheelchair-adapted service desk is unobstructed and usable. Remove printer and space is presently used for taking photos for student cards – provide elsewhere	 
Ham19 The Global Room – access to facilities	Large amount of furniture reduces maneuverability of wheelchair users	Reduce furniture to allow for easy access.	

B2.2 - Emergency and Fire Evacuation Concerns

The audited buildings pose a High-Risk of potential harm to a person in a wheelchair or with mobility issues in the case of an emergency. There would be no access to lifts during a fire as is common practice, however the issues raised from the solution to no lift access are as follows:

1. The main staircase adjacent to the Hamilton library and in the main building hall do not have any form of **wheelchair call button** in the case of emergencies.
    - These are present and functioning in the Watts building; however, the wardens were **unclear on procedure** of responding to refuge point calls and the location of the staircases are in largely staff areas.

2. Staircase accessed by the rear of the Global Room fire exit has a wheelchair emergency call button at refuge point on every floor, but its **presence and access are seemingly unclear** to students and workers in the Global Room at the time.
    - A test of this emergency call button was done and although the light was present and a noise was made at refuge point, it **did not alert any warden or member of security** and thus made its presence void of use, and potentially more dangerous for someone to be waiting expecting help that will never arrive.

3. The wardens informed us they do have access to evacuation chairs, but they have **not all been routinely trained** in their use, and their access to these chairs would **not be immediately accessible** due to their storage behind many other objects.
    - **Clearly accessible and identified refuge areas were unclear** and unbeknown to the audit team, despite warden assistance and knowledge.
    - The wardens made their desires clear to have **more information and communication on this issue**, as they do not feel adequately informed.

B3. Trinity Centre for Health Sciences (St. James')

St. James' Campus and the Old Stone Building

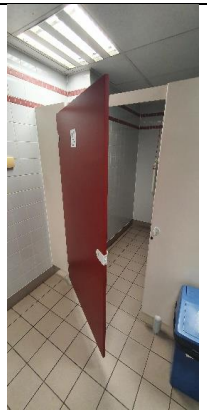
Date of Audit: July 2024

Audited By: Faolán Doecke-Launders

Premises Manager (Area 6): Bernard Smith

B3.1 - Tabular Summary of Accessibility Recommendations

Feature	*Access Comment*	*Action Required*	*Image (if applicable)*
JAM01 Accessible and automated doors throughout the building	Almost all doors within the premise, including those that lead to accessible WC facilities, are not automated.	Review and prioritise doorways that lead to essential areas or services to be automated. The primary focus would be WC facilities and large lecture theatres.	N/A
JAM02 Outward Hinging Doors to WC facilities	Space to manoeuvre within a cubicle or room is usually tight and can be made more challenging by having the door open into the space. Of the 4 WC facilities audited, only 1 of them had an outward hinging door.	Consider reversing the hinging so that the door opens outward from the cubicle or room.	Inward Hinging WC Doors  Outward Hinging Cubicle Door Location: 2nd Floor Men's Bathrooms

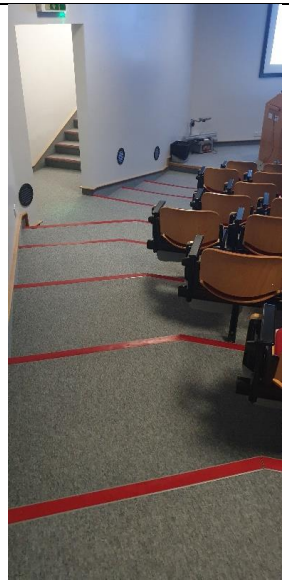
			
JAM03 Contrasting Handrails for WC facilities	Handrails should contrast in colour for improved visibility, usually handrails tend to be a white or metallic colour that may not provide great contrast to the rest of the room. Creating a differing contrast would provide support for users who might be visually impaired or to attract attention in the case of a sudden need to use them, such as to prevent emergencies and accidents.	Consider recolouring the handrails more vivid colour to contrast with the pale or white scheme of the facility. Make sure to colour the handrails only as to allow them to be easily differentiated and visible in a sudden situation.	Handrail colour does not contrast with the walls

			
JAM04 Signage for WC facilities	2 of 4 audited WC facilities were located within gendered WC facilities.	On the door to the gendered WC facilities, add a symbol indicating Accessible WC facilities within.	N/A

	Accessible WC directional signage was visible from the main hallways of the building and once you were inside the gendered WC facility. However, this is a gap of directional signage where once you arrive to the gendered WC doors, there is no indication on the external door that the Accessible WC facilities are found within the gendered WC facility. This could lead to confusion around where exactly the Accessible WC is.		
JAM05 Accessible Desks for small teaching spaces	The majority of teaching spaces within this premise are small teaching rooms that have a dynamic and adjustable layout. This layout allows for it these spaces to be made accessible when needed. However, there will need to be a desk available for students who are, for example, wheelchair	**Consider providing easily movable desks in the following rooms:** Room 1.53, Room 1.54a, Room 1.54, Room 1.61, Room 1.69, Room 3.10, Room 3.15, Room 3.17a, Room 3.17b, Stopford Price Seminar Room, Mac Neven Seminar Room, Hayes Seminar Room, among others. **This can also be done for:**	An example of the typical layout of all the smaller teaching spaces within the premises.

	users and cannot use the arm tablet chairs available. This desk can be simple and flexibly placed within the room so that it can be used when needed.	Durcan Lecture Theatre, Robert William Smith Lecture Theatre, William Fetherston Montogomery Lecture Theatre. However, larger lecture theatres should have static, height adjustable desks, due to their more frequent usage. See more below.	 Ensuring there is a dedicated desk for accessibility usage will ensure these spaces are usable.
JAM06 Accessible Desks for large teaching spaces	Larger teaching spaces will require static desks, this is to ensure they are accessible in any situation. In tiered lecture theatres desks should be placed at the very back and upmost tier. In these lecture theatres students may face health challenges to their posture if they had to be at the front, usually dependant on the angle of elevation that the projection screen is in relation to the student's eye level. This should not be in excess of 30 degrees, to avoid long term issues with posture.	**Consider providing static desks for the following lecture theatres:** Durcan Lecture Theatre, Robert William Smith Lecture Theatre, William Fetherston Montogomery Lecture Theatre.	An ideal location for a static accessible desk at the back of a tiered lecture theatre. 

	In single-level lecture theatres, the designated accessible desk areas should be near the front, or nearest to the main doorway of theatre.		 Whereas for single-level theatres the location should be nearest the doorway, at the front. 
JAM07 Handrails for tiered lecture theatres.	Handrails should be provided to accompany steps in tiered lecture theatres. This to provide support for students who face challenges climbing steps particularly when the stairs or	Consider adding handrails along the walls to accompany steps in any tiered lecture theatres, such as the Durcan Lecture Theatre.	The steps along the walls of the Durcan Lecture Theatre should have handrails.

	step-way has lots of student traffic before or after use.		

JAM08 Safer gradient for the ramp to the Old Stone Building.	There are limits imposed on the gradients of ramps during their development to ensure that the ramp can actually be used without requiring intensive work efforts and to ensure the that ramp user is not at risk of falling backwards. Ramps situated outdoors should have more even more consideration due to the commonality of poor weather, iced pathways, wind and rain that the user also must navigate, particularly as majority of the academic year is between Autumn to Spring. While this ramp does have handrails and a flat rest point at the middle, the gradient would be challenging to most users.	Consider extending the ramp to make the gradient much less challenging, or an alternative method of vertical climbing.	 The ramp leading to the Old Stone Building

B4. Trinity Biomedical Sciences Institute (TBSI)

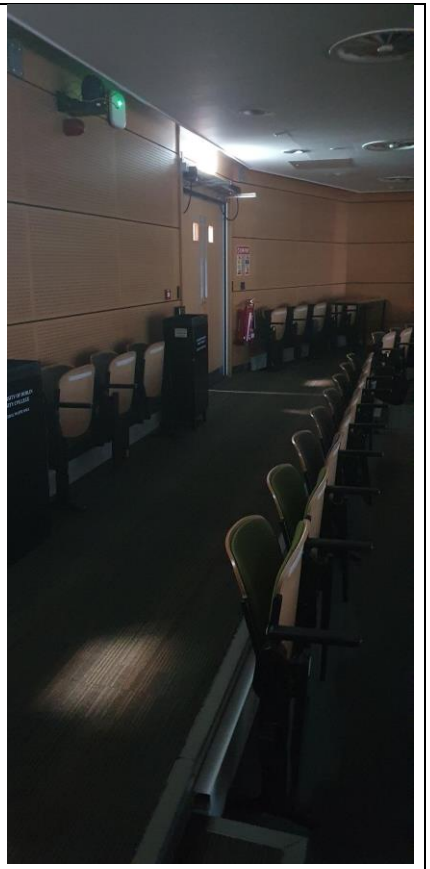
Date of Audit: July 2024

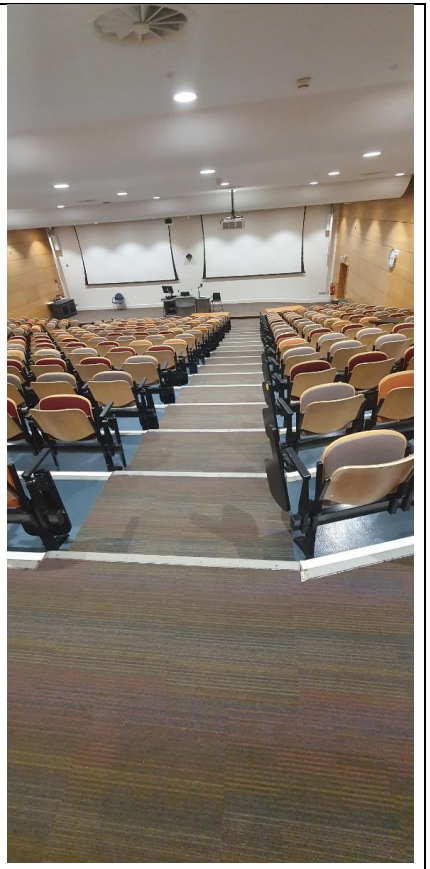
Audited By: Glen Wilkie, Faolán Doecke-Launders
Premises Manager (Area 5): Graham Tucker

B4.1 - Tabular Summary of Accessibility Recommendations

Feature	*Access Comment*	*Action Required*	*Image (if applicable)*
TBS01 Door for lift in Zón Mac Leinn TBSI does not open automatically	Door is manual in nature, requires user to pull open which is quite heavy – not complaint with door weight 60	Consider re-evaluating this lift	
TBS02 Tactile surfaces near entrances and doorways for the visually impaired	No tactile surfaces are present by the entrances and exits of the building, restricting use of access by those with visual impairments.	Consider implementing tactile surfaces near the entrance/exit of Trinity Biomedical Sciences Institute.	N/A

TBS03 Directional signage for visually-impaired students	No braille is present on the directional signage for use by those with visual impairments. A darker contrast is required on the signage as the presence of light makes it difficult to read.	Consider updating the directional signage on the ground floor to include braille and a darker contrast.	
TBS04 No automatic door functionality on door entering main entrance lift, or labs on upper floors that require swipe access	No automatic door functionality is present – door is heavy and difficult to operate	Install an automatic door mechanism to ensure its usability by wheelchair users.	

TBS05 Lack of suitable accessible seating arrangements in main teaching spaces	No suitable accessible seating arrangements are present in Stanley Quek or Tercentenary Hall lecture theatres. Desks are present at the front of each theatre but these are impractical due to the location of the projector. Users have cited neck pain as a result.	Plans are in motion to create accessible seating areas at the back of these teaching spaces following the approval of funding. Keep updated on the works.	

TBS06 Lack of handrails on stairs in main teaching spaces	There is no handrails alongside the steps in the main teaching spaces – Stanley Quek or Tercentenary Hall that impede visually impaired students use of access.	Consider implementing handrails alongside these steps to ensure the safety of all students while using this space.	
			N/A

TBS07 Accessible workspace arrangements in teaching laboratories	No accessible workspaces were identified in the teaching laboratories for use by wheelchair users.	Consider implementing accessible spaces for wheelchair users as required.	

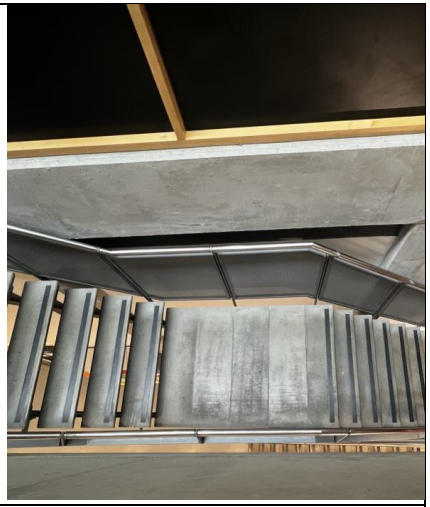
B5. The Lloyd Institute

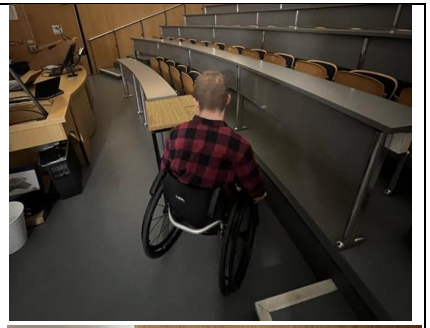
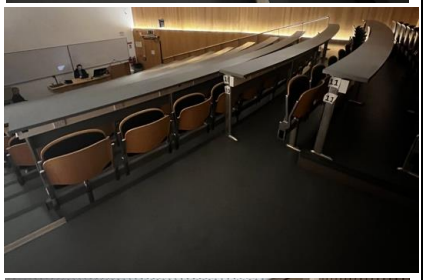
Date of Audit: May 2024

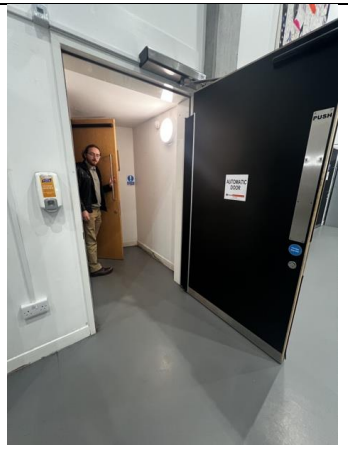
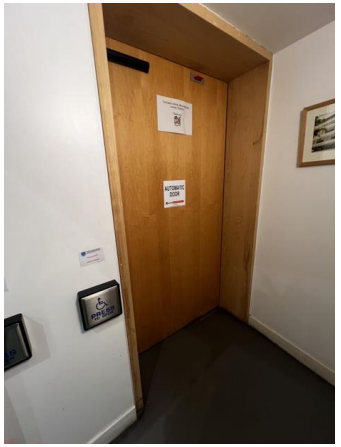
Audited By: Glen Wilkie, Faolán Doecke-Launders
Premises Manager (Area 3): John Munnelly

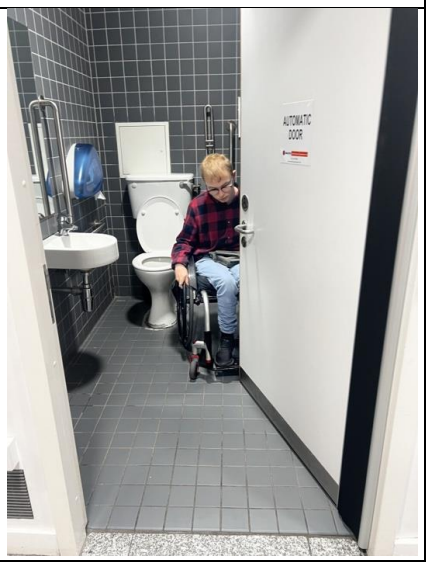
B5.1 - Tabular Summary of Accessibility Recommendations

Feature	*Access Comment*	*Action Required*	*Image (if applicable)*
LLD01 Primary Doorways	Main (red) double-doors on ground floor and lower ground floor that leads towards access lifts are not automated, which restricts access for wheelchair users from lecture floors despite the presence of lifts past these doors.	These doors do have stop mechanisms on the base of them to hold their place but if these are not always used to keep doors open, they will remain completely inaccessible. Consider automation.	

LLD02 Staircase Safety	There are no tactile or colour-visual warnings at the top or bottom steps.		
LLD03 Emergency Support	The emergency communication systems within lifts, refuge point call-buttons and pull cords in bathrooms need to be checked for their function and success in alerting reception desk / security to emergency situations.	It is recommended that all emergency cords / buttons are reviewed on a regular basis. This includes lift buttons and accessible bathroom chords and fire exit call buttons.	N/A

LLD04 Lecture Hall Accessible Seating	Roll-in space at the rear of the lecture hall is present but angle of viewing is highly strenuous on student's neck and ability to use devices or take notes. The space at the rear of the lecture halls with exterior access door is far superior for wheelchair access. Recently use of the rear space has been prevented due to disagreements on using the rear door.	Consider the reintroduction of the rear access area to improve roll-in wheelchair access to the lecture halls. **This will also solve Lecture Hall Access issues below.**	  

LLD05 Lecture Hall Access	Automatic door access to all lecture halls is present, however access issues remain. Currently, there is a button for each door, and this provides access issues for wheelchair users who risk getting stuck between the two opening door spaces. One singular button at entrance and exit would facilitate a much more seamless access.	Consider having one singular automated button to open the two doors to the entrance and exit of each lecture hall's lower main entrance. Alternatively, consider the reintroduction of the rear access area to improve roll-in wheelchair access to the lecture halls.	 
LLD06 Noise levels	Main hallway outside of lecture halls provides noise concerns		N/A

		Consider implementing acoustic panels / carpeting / respite area with the aim to produce an area of low-level noise pollution.	
LLD07 Hazardous Automatic Door, WC Facilities	Ground floor restrooms' automated door does not function correctly. Entrance door opens inwards preventing wheelchair manoeuvring space within the bathroom itself. The force of the automatic door is also excessive and does not always sense occupant in time and pushes into them.	Consider making the door outward hinging.	

B6. The Former Science Gallery

Date of Audit: June 2024

Audited By: Glen Wilkie, Faolán Doecke-Launders
Premises Manager (Area 3): John Munnelly

It is important to note

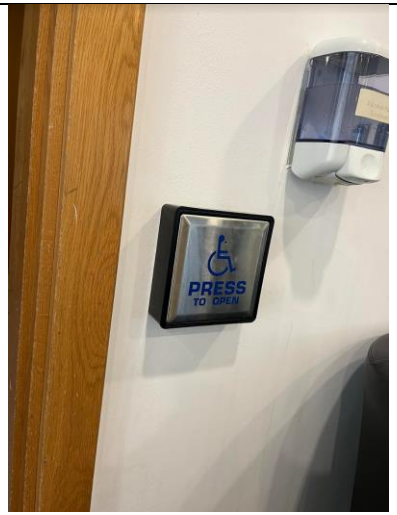
1. At the time of auditing the Science Gallery was not in use and entire empty.

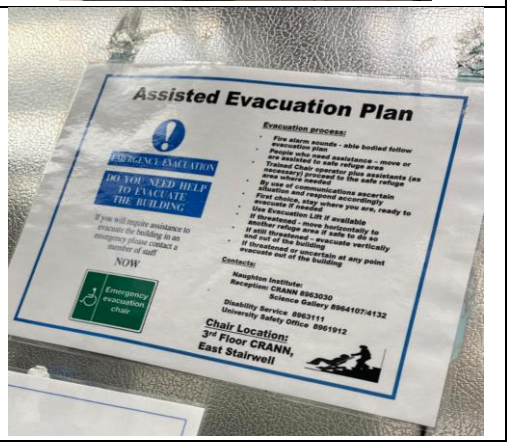
2. All considerations made should be aligned with the new **Student Centre** project that will be occupying this space in future.

B6.1 - Tabular Summary of Accessibility Recommendations

Feature	*Access Comment*	*Action Required*	*Image*
FSG01 Directional signage for the visually impaired	Directional signage throughout the building lacked any braille or contrast that would aid people with visual impairments to navigate the space freely.	Implement braille and significant contrast on your directional signage. However, considering new Student Centre Project this will likely be changed as part of those works.	
FSG02 Tactile surfaces near entrances and doorways for the visually impaired	No tactile surfaces are present by the entrances and exits of the building, restricting use of access by those with visual impairments.	Consider implementing tactile surfaces near the entrance/exit of the Science Gallery.	N/A

FSG03 Manuvering space within disabled bathroom	There is not enough space for the door to close with a wheelchair user inside the space. The space is obstructed by bins and other equipment.	Remove obstructions to enhance mobility within the space.	
FSG04 Contrasting grab rails within disabled bathroom	The colour of the handrails present within the bathroom do not contrast with the rest of the space.	Consider changing the colour of the equipment to a darker shade to allow for visually impaired individuals to better identify the assistance.	

FSG05 Issues with automatic door functionality in disabled bathroom.	The automatic door buttons need clear labelling to enhance usability as its unclear which buttons is designated to each door. The speed at which the door opens/closes is too quick for optimal usage. The door has no sensor to prevent it from slamming into the user.	Place clear labelling on the automatic doors while also reducing its speed and altering its sensor to notice a person when closing to enhance usability of the space.	
FSG06 Difficulty operating lock in disabled bathroom	A considerable amount of grip and strength is required to operate the lock which limits privacy for some users.	Consider implementing a different lock system that requires less fine-motor ability e.g. hinge	

FSG07 Emergency support in disabled bathroom	The cord was obstructed and attached to the railings which prevented its use in the event of an emergency. The functionality of the emergency cord to alert assistance was unable to be determined during our visit.	Readjust the cord so that it is easily reachable by the users of the space. Test the emergency cord to ensure that it alerts help with activated.	
FSG08 Emergency evacuation training	Evacuation procedures are detailed within the lift.	Ensure all relevant staff are aware and trained on the evacuation procedures present in the event of an emergency. Place signage in open space area.	

FSG09 Sensory seating arrangements in open student space	The former café has seating areas for students/staff/visitors.	When constructing the new student space, consider a variety of seating options eg chairs, beanbags, stools and armchairs etc.	N/A

B7. Aras an Phiarsaigh

Date of Audit: July 2024

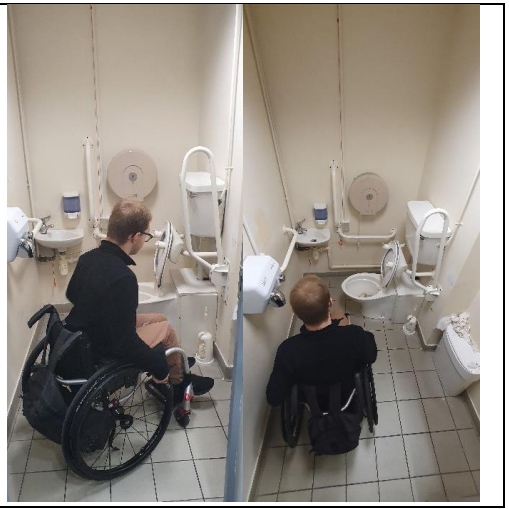
Audited By: Glen Wilkie, Faolán Doecke-Launders
Premises Manager (Area 6): Bernard Smith

B7.1 - Tabular Summary of Accessibility Recommendations

Feature	*Access Comment*	*Action Required*	*Image*
AAP01 Height Accessibility of Desks and Workstations	Several teaching spaces (e.g. 0.09, 0.14, 0.26, AAP 2, 1.11, 1.34, 1.32) lack height-adjustable desks or accessible fixed-position desks. This can prevent optimal positioning for wheelchair or mobility aid users, and reduces ergonomic flexibility for diverse needs.	Consider introducing height-adjustable desks and reserving at least one fixed accessible workstation in each teaching room to support users with mobility or posture needs.	
AAP02 Upgrade Lighting	Several rooms (e.g. 0.09, AAP 2, 0.26, 1.34) reported flickering or broken lights. Inconsistent light quality can cause visual strain, discomfort, or trigger migraines/seizures in light-sensitive individuals.	Consider replacing outdated or flickering lighting with stable, low-glare LED systems. Improve this again with dimming capability to improve visual comfort.	N/A
AAP03 Reception Desk Accessibility	The main entrance reception/security desk is too tall for wheelchair	Consider redesigning or modifying part of the reception desk to be at a	N/A

	users and lacks an accessible lowered section. This can reduce face-to-face communication and dignity in interactions.	height suitable for wheelchair users.	
AAP04 Seating Options in Social Spaces	The AAP Café and School of Psychology Reception have limited seating variety, with only metal chairs or heavy couches, and no flexible soft seating or alternative postures.	Consider adding varied seating such as beanbags, ergonomic chairs, and light, moveable seating to accommodate different physical and sensory needs.	N/A
AAP05 High-Contrast Signage	Some signs have poor colour contrast under certain lighting / material combinations.	Consider updating older signage, particularly those using metallic bases.	N/A

AAP06 Lift Buttons	The lift lacks braille/embossed buttons.	Consider braille.	
AAP07 Lift Mirror	There is no reversing mirror present in the lift, this is critical for wheelchair users so that they can reverse into or out of the lift safely and quickly.	Consider installing a mirror on the back wall of the lift. The mirror could start from 1m of height but should measure the entire width of the lift.	N/A

AAP08 Accessible WCs	There are many issues with the Accessible WCs. The accessible toilet has obstructive handrail placement, insufficient turning space, a poorly placed sink, no automated door, and lacks contrasting grab rails. These limit ease of use and safety.	Consider reconfiguring the WC layout to improve space and movement, relocate the sink for frontal access Recolour grab rails to be contrasting. Automated the door.	

B - Conclusion

The User-Led Accessibility Audit initiative demonstrates the value of centring disabled voices in institutional planning and development. The findings highlight a mix of structural challenges, inconsistent maintenance practices, and opportunities for quick wins that can significantly improve student experience. Importantly, the audits reinforce that accessibility is not just a compliance issue but a matter of dignity, belonging, and equal opportunity.

The next steps will involve:

1. **Prioritising urgent safety issues** (e.g., steep ramps, emergency call systems, bathroom hazards).
2. **Integrating recommendations into Trinity's five-year accessibility programme and capital development plans.**
3. **Embedding user-led audits as an annual practice, ensuring ongoing accountability and responsiveness.**

By acting on these findings, Trinity College Dublin can continue to lead in building a truly inclusive campus that reflects the values of equity, innovation, and co-creation.

Section C

C - Appendices

C1 - Introduction to the User-Led Audit

What is a User-Led Audit?

A User-Led Audit involves community members who experience accessibility challenges firsthand. These individuals will lead the evaluation of our physical and sensory environments to ensure our campus meets their needs effectively. This approach allows for authentic insights that are often overlooked in traditional audits, leading to more impactful and meaningful improvements.

Why User-Led Audits?

- **Authentic Feedback**: Direct from community members affected by accessibility barriers, ensuring that changes reflect real needs.
- **Empowerment**: This initiative empowers those impacted by accessibility issues to contribute actively to solutions, fostering a sense of ownership and involvement.
- **Comprehensive Improvements**: Beyond compliance, these audits aim to enhance actual usability and comfort, making our campus welcoming for everyone.

What is the Audit Tool being used?

The Audit Tool being used has been specifically designed for this initiative and continues to be constantly updated and developed as we move through each audit stage. The Audit Tool is an Excel-based program designed to streamline the data collection and analysis process for auditing accessible spaces.

The tool serves two primary functions:

- **Data Collection:** Users can systematically record detailed information about the accessibility features of various spaces. This includes inputting specific criteria and observations related to physical access, facilities, and compliance with accessibility standards.
- **Data Production:** The tool processes the collected data to generate comprehensive reports. These reports provide insights into the current state of accessibility, highlight areas of non-compliance, and suggest improvements.

Audit Objectives:

- To conduct detailed physical and sensory access audits across the TCD campus, identifying barriers to accessibility.
- To engage with the TCD community, particularly those with disabilities, ensuring a user-led approach in identifying and addressing accessibility issues.
- To develop and implement actionable recommendations for enhancing campus accessibility, informed by audit findings and user experiences.
- To foster a culture of inclusivity and awareness regarding accessibility issues within the TCD community.

C2 - Reference Standards

- **Building Regulations 2010, Technical Guidance Document M (TGD M):** Access and Use: Provides guidance on complying with Part M of the Building Regulations for accessibility.
- **National Disability Authority (NDA) - Building for Everyone:** A Universal Design Approach: Offers comprehensive guidelines on universal design for accessible buildings and public spaces.
- **Irish Wheelchair Association (IWA) - Best Practice Access Guidelines**: Focuses on best practices for designing accessible environments, particularly for wheelchair users and those with mobility impairments.