
User-Led Accessibility Audit Report:

Áras An Phiarsaigh

Date Of Audit: **June 2024**


Audited By: **Glen Wilkie, Faolán Doecke-Launders**


Area Zone: **6**

Premises Manager: **Bernard Smith**





Tabular Summary of Accessibility Recommendations

Feature	Access Comment	Action Required	Image (if applicable)
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.	
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	Consider replacing outdated or flickering lighting with stable, low-glare LED systems.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
Reception Desk Accessibility	The main entrance reception/security desk is too tall for wheelchair users and lacks an accessible lowered section. This can reduce face-to-face communication and dignity in interactions.	Consider redesigning or modifying part of the reception desk to be at a height suitable for wheelchair users.	N/A
Seating Options in Social Spaces	The AAP Café and School of Psychology Reception have limited seating variety, with only metal chairs	Consider adding varied seating such as beanbags, ergonomic chairs, and light, moveable	N/A

	or heavy couches, and no flexible soft seating or alternative postures.	seating to accommodate different physical and sensory needs.	
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
Lift Buttons	The lift lacks braille/embossed buttons.	Consider braille.	
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	N/A

		height but should measure the entire width of the lift.	
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<p>Accessible WCs</p>	<p>There are many issues with the Accessible WCs.</p> <p>The accessible toilet has obstructive handrail placement, insufficient turning space, a poorly placed sink, no automated door, and lacks contrasting grab rails.</p> <p>These limit ease of use and safety.</p>	<p>Consider reconfiguring the WC layout to improve space and movement, relocate the sink for frontal access</p> <p>Recolour grab rails to be contrasting.</p> <p>Automated the door.</p>	
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Appendix 1: 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.

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- **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.

Appendix 2: 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.