



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Policy No: QPoIRA

Version: 1.0

Date of Issue: March 2018

Trinity College Dublin Reasonable Accommodation Policy for Students with Disabilities

1. Context

Trinity College Dublin, the University of Dublin, hereinafter referred to as Trinity, is committed to ensuring that students with disabilities have as complete and equitable access to all facets of Trinity life as can reasonably be provided. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended), and the Universities Act 1997.

This policy should be read in conjunction with (and is subject to) the relevant provisions of the [University Calendar](#) and [the 2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#).

As stated in the [University Calendar](#), students with disabilities are encouraged to register with the Disability Service to seek supports where the disability could affect their ability to participate fully in all aspects of the course. Reasonable Accommodations will be put in place only after a student has registered with the Disability Service.

2. Purpose

The purpose of this policy and the associated Code of Practice (Appendix 1), is to provide a framework for the provision of Reasonable Accommodations for students with disabilities studying in Trinity.

3. Benefits

- 3.1 The policy defines standard and non-standard Reasonable Accommodations available to students with disabilities.

- 3.2 The policy explains how Reasonable Accommodations are granted and communicated to all relevant stakeholders.
- 3.3 The policy demonstrates Trinity's compliance with relevant national legislation and policies.

4. Scope

- 4.1 This policy applies to all undergraduate and postgraduate students with disabilities studying at Trinity who are registered with the Disability Service, and only for the duration of their registration with the Disability Service.
- 4.2 The most common forms of standard Reasonable Accommodations agreed in this policy are outlined in the Code of Practice, see Appendix 1.
- 4.3 A procedure for requesting a non-standard Reasonable Accommodation is outlined in the Code of Practice, see Appendix 1.
- 4.3 This policy applies across the university community and includes students and staff and any other persons providing goods and/or services associated with the functions of the university. All of these are responsible for ensuring that they adhere to the relevant sections of this policy.

5. Principles

- 5.1 Trinity will strive to create an environment where students are comfortable in disclosing a disability and are provided with opportunities to do so at various stages throughout their time at Trinity.
- 5.2 Trinity endorses the principles of inclusive teaching, learning, and assessment.
- 5.3 Trinity will strive to ensure that its courses and programmes are as inclusive and as accessible as possible.
- 5.4 Students with disabilities who are registered with the Disability Service will have access to appropriate academic Reasonable Accommodations and/or additional

services as determined by a Needs Assessment carried out by a suitably qualified staff member in the Disability Service and in accordance with the individual's certified disability.

- 5.5 The student, the academic staff, Schools, Departments, the Disability Service and the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies are key partners in the development and provision of Reasonable Accommodations, which enable the student's participation in all teaching, learning, and assessment.

6. Definitions

- 6.1 **Disability:** The legal definition of disability stipulated in the Employment Equality Act 1998 and Equal Status Acts (2000) as amended, is as follows:

1. "the total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body,
2. the presence in the body of organisms causing or likely to cause, chronic disease or illness,
3. the malfunction, malformation or disfigurement of a part of a person's body,
4. a condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or
5. a condition, illness or disease which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour.

And shall be taken to include a disability which exists at present, or which previously existed but no longer exists, or which may exist in the future, or which is imputed to a person." A disability is significant, long term and/or enduring in nature, lasting longer than a year.

- 6.2 **Reasonable Accommodation:** A Reasonable Accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness.

As per [The Equal Status Act 2000](#): “[D]iscrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service.”

Factors influencing the determination of what is reasonable will include: the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage; whether the steps would significantly compromise the academic standards or professional practices associated with the course of study; health and safety issues; the effect on other students; and the financial and other cost to the institution. For the purpose of this policy, Reasonable Accommodations are defined as standard or non-standard Reasonable Accommodations.

- 6.3 A **standard Reasonable Accommodation** is defined as an amendment to the student’s teaching, learning and assessment which enables them to participate fully in their education.
- 6.4 A **non-standard Reasonable Accommodation** occurs when the University recognises that Schools may need to consider providing alternative non-standard teaching, learning, and assessment methods where standard Reasonable Accommodations are not sufficient to meet the needs of the student.

7. Policy

- 7.1 Trinity welcomes applications from prospective students with disabilities and is committed to making Reasonable Accommodations to enable students to fully participate in student life.
- 7.2 Students with disabilities are encouraged to disclose their disability to the Trinity Disability Service.
- 7.3 Disability Service staff are facilitators in the process of advising and/or providing Reasonable Accommodations and, as such, are viewed as experts in the area of

Reasonable Accommodations and as a resource to both students and academic departments in the identification and implementation of Reasonable Accommodations in teaching, learning, and assessment.

- 7.4 Reasonable Accommodations are determined on a case-by-case basis through a Needs Assessment. This is carried out by a suitably qualified staff member in the Disability Service. A Needs Assessment takes into account the nature of the disability, course requirements, and individual differences. The agreed Reasonable Accommodations are reported in the Learning Educational Needs Summary (LENS).
- 7.5 Standard Reasonable Accommodations (Appendix 1, Code of Practice, Section 2) identified through the Needs Assessment process, carried out by a suitably qualified staff member in the Disability Service, are communicated to the relevant academic and service area via the LENS contained in the student record in SITS. The Reasonable Accommodation in question will be put in place, unless a specific rationale is provided by the academic area for not implementing it. (Appendix 2 – Request for Non-Standard Reasonable Accommodation in Teaching, Learning, and/or Assessments).
- 7.6 All Reasonable Accommodations not covered in Appendix 1, Section 2 are considered as non-standard requests (Appendix 1, Section 3). The Disability Service will engage with the relevant School's Director of Teaching and Learning (undergraduate or postgraduate as appropriate) or Programme/Course Director to determine if the accommodation being requested can be implemented and/or if it constitutes a 'Reasonable Accommodation'. If there is agreement, then the Reasonable Accommodation will be recommended to the Senior Lecturer/Dean of Undergraduate Studies or Dean of Graduate Studies, as appropriate, for consideration and approval (Appendix 2 – Request for Non-Standard Reasonable Accommodation in Teaching, Learning, and/or Assessments).
- 7.7 If the Disability Service and the School/ Department do not reach an agreement as to the requested non-standard Reasonable Accommodation, firstly, efforts should be

made to assess whether an alternative, effective, and reasonable form of accommodation can be made for the student in question.

- 7.8 In the event of an agreement on an alternative, effective and reasonable form of accommodation not being reached, the matter will be referred to the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies, as appropriate, who will adjudicate as to what, if any, accommodation should be made for the student in question. The decision of the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies will be final, binding on all parties, and will be communicated to all relevant parties including the student, the relevant School's Director of Teaching and Learning (undergraduate or postgraduate as appropriate) or Programme/Course Director, the Disability Service, and the Academic Registry (Records & Case Management and Assess, Progress & Graduate teams).
- 7.9 LENS reports can be reviewed and amended if, for example, circumstances change and /or additional information is provided. The student or academic staff member can contact the Disability Service at any time to request a review and update of a LENS report.
- 7.10 All Trinity staff should maintain appropriate confidentiality (as per Data Protection legislation and Trinity policies) of records and communication concerning students with disabilities, except where the disclosure is authorised by the student.

8. Responsibility

- 8.1 The academic teaching, learning, and assessment responsibilities within this policy lie primarily with the relevant School's Director of Teaching and Learning (undergraduate or postgraduate as appropriate) or Programme/Course Director. Escalation for approval or determination shall be to the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies, as appropriate.
- 8.2 The service area responsibilities within the policy lie with the Chief Operating Officer – Corporate Service Division.

8.3 Students with disabilities have a proactive responsibility to register with the Disability Service, provide the required disability evidence, and follow Trinity's procedures if they wish to obtain Reasonable Accommodations.

9. Complaints

9.1 Complaints relating to the implementation (or failure thereof) of this policy or its attendant code of practice are to be made using the University's Student Complaints Procedure.

9.2 A student may raise a complaint relating, but not limited, to the following perceived issues:

- i. The quality or standard of Reasonable Accommodations applied
- ii. The suitability of Reasonable Accommodations applied
- iii. A failure or inaction of the Disability Service, or a School, or the Senior Lecturer/Dean of Undergraduate Studies, or the Dean of Graduate Studies, or any administrative or support service or division, or any staff member to follow the administrative processes outlined in this policy and its attendant Code of Practice.

10. Related Documents

10.1 Code of Practice for Reasonable Accommodation provision – Appendix 1

10.2 Trinity [Guidelines for students and staff on the modification of examination and assessment arrangements for students with disabilities](#)

10.3 [Fitness to Practice policy](#)

10.4 [Fitness to Study Policy \(to follow\)](#)

10.5 [Equality Policy](#)

10.6 [Data Protection Policy](#)

11. Document Control

11.1 Date approved: 17 January 2018 by Council

11.2 Date of next review: Academic Year 2020/2021

Code of Practice for Students with Disabilities

1.0 Introduction

Trinity College Dublin, the University of Dublin, is committed to ensuring that students with disabilities have as complete and equitable access to all facets of Trinity life as can reasonably be provided. Trinity has adopted a Reasonable Accommodation Policy, which is applicable to all students with disabilities studying in Trinity. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended), and the Universities Act 1997. As stated in the Trinity Calendar, students with disabilities are encouraged to register with the Disability Service to seek supports where their disability could affect their ability to participate fully in all aspects of the course.

This policy and code of practice have been aligned with a national policy called 'Inclusive Learning and the Provision of Reasonable Accommodations to Students with Disabilities in Irish Higher Education', agreed by the Disability Advisors Working Network (DAWN), and the Association for Higher Education Access & Disability (AHEAD), in developing standardised teaching, learning, and assessment procedures for students with disabilities in Higher Education in Ireland.

2.0 Purpose of the Code of Practice

This code of practice provides a framework for documenting the University's reasonable accommodation provision for students with disabilities and will be reviewed regularly, based on feedback from students, members of staff, and other stakeholders.

3.0 Legislative Background

The Equal Status Act 2000 (amended) prohibits discrimination at an 'educational establishment'. Section 7 of the Act defines an educational establishment as:

".. a pre-school service within the meaning of Part VII of the Child Care Act, 1991, a primary or post-primary school, an institution providing adult, continuing or further education, or a university or any other third-level or higher-level institution, whether or not supported by public funds."

All higher education institutions are covered by the Act, and the Act prohibits all educational establishments from discriminating on the basis of any of the discriminatory grounds in the legislation, including disability. Educational establishments are prohibited from directly and indirectly discriminating in relation to:

- the terms or conditions of admission,
- access to any course,
- access to any facility or benefit provided,
- or any other term or condition of participation in the establishment,
- expulsion of a student or any other sanction against a student - Section 7.

Direct discrimination for the purposes of the Act is defined as treating one person less favourably than another on one of the discriminatory grounds, including disability (section 3(1)). Indirect discrimination is a provision that can be in the form of a requirement or practice that applies equally to all prospective or existing students, but which operates to the disadvantage of one group, such as students with disabilities, or can be complied with by a substantially smaller proportion of students with disabilities when compared with able-bodied students - Section 3(1) (c).

4.0 Reasonable Accommodation – Definitions and Application

For the purpose of this policy and all Trinity policies relating to students with disabilities, a Reasonable Accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness.

As per [The Equal Status Act 2000](#): "[D]iscrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with

a disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service.”

Reasonable Accommodations are defined as standard or non-standard Reasonable Accommodations.

A **standard Reasonable Accommodation** is defined as an amendment to the student’s teaching, learning and assessment which enables them to participate fully in their education.

A **non-standard Reasonable Accommodation** occurs when the University recognises that Schools may need to consider providing alternative non-standard teaching learning and assessment methods where standard Reasonable Accommodations are not sufficient to meet the needs of the student.

The application of a Reasonable Accommodation will result from consideration of the circumstances of the individual student and will involve the student in discussion of possible courses of action. What is ‘reasonable’ for Trinity will vary according to a range of factors and will depend on the circumstances of the individual case. Factors influencing the determination of what is reasonable will include: the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage; whether the steps would significantly compromise the academic standards or professional practices associated with the course of study; health and safety issues; the effect on other students; and the financial and other cost to the institution.

Reasonable Accommodations in assessment

The University has responsibilities under the Equal Status Act, to ensure that students with disabilities are not disadvantaged for reasons relating to their disability in its methods of assessment.

Adjustments to assessment for a student with a disability may take one of two general forms:

- (a) Modifying the circumstances under which the existing assessment is taken
- (b) Providing an alternative/equivalent form of assessment.

In only a very small number of cases the effects of the student's disability are such that an alternative form of assessment is required.

5.0 Trinity Policy on Confidentiality for Students with Disabilities

Trinity encourages students with disabilities to disclose information on their disability to the Disability Service before they apply to Trinity or at any point during their studies. Such disclosure is encouraged so that Trinity can work with the student to ensure that reasonable accommodations are identified and facilitated in conjunction with the student. An electronic record of the student's contact with the Disability Service is held securely in accordance with the Data Protection Act (1998, as amended), and information provided to the Disability Service is regarded as 'sensitive personal data'. The information may also be used for statistical and monitoring purposes without the student's identity being revealed. Any documentation or information presented in disclosing a disability is held by the Disability Service, and specific medical or other documentation will not be disclosed to any third party except where necessary to provide Reasonable Accommodations. Where a student requests, and is granted any form of Reasonable Accommodation, such as extra time in exams, or permission to record lectures, the Disability Service will, in consultation with the student, disclose relevant information to the individuals in those Schools/Departments/Services (e.g. Academic Registry) responsible for providing or facilitating students in accessing such accommodations. In such instances, only information relevant to the particular situation will be disclosed. Where academic staff contact the Disability Service for advice regarding individual students, staff will be informed that it is necessary to obtain the permission of the student in writing, before the individual case is discussed.

6.0 Support Provision for Students with Disabilities

[Trinity's Disability Service](#) is the first point of contact for all students with disabilities. The Disability Service works in partnership with staff from across the University and external

stakeholders to offer a range of support mechanisms tailored to meet the diverse needs of individual students.

7.0 Disclosure of Disability

Trinity is committed to providing students with disabilities with the opportunity to meet a suitably qualified staff member in the Disability Service to discuss the Reasonable Accommodations required. Once a student discloses a disability and seeks disability support via the [online disability registration process](#) and provides the appropriate evidence of disability they will be invited to complete a Needs Assessment to identify their Reasonable Accommodations.

8.0 Reasonable Accommodation Decision Making Process

8.1 Needs Assessment

Based on appropriate [evidence of a disability](#) and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs.

The following areas are addressed:

1. Nature of disability or condition, to include: impact on education, severity, hospital admissions etc.;
2. Treatment: any medication they are taking, outpatient appointments, such as physiotherapy;
3. Previous support: arrangements made at secondary school, if any;
4. Current difficulties: difficulties the student anticipates that they have or may have with their course requirements;
5. Access to equipment and IT facilities;
6. Appropriate academic and disability support. These might include, for example, accessible class venues, in-course support, examination support arrangements, and extended library loans.

The Needs Assessment process also helps determine whether or not the student is eligible for additional disability support through relevant disability funding such as the HEA ESF

Fund for Students with Disabilities for specialist disability support, assistive technology, and/or transport.

8.2 Learning Educational Needs Summary (LENS) Reports

Following the Needs Assessment, the student's Disability Officer prepares an Individual [Learning Educational Needs Summary \(LENS\)](#) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

8.3 Professional Learning Educational Needs Summary (PLENS) Reports

Students with disabilities on professional courses may require additional disability support on placement. Following the Needs Assessment, the student's Disability Officer prepares an Individual [Professional Learning Educational Needs Summary \(PLENS\)](#) detailing the Reasonable Accommodations to be implemented. These Reasonable Accommodations are determined in consultation with the Placement Co-Ordinator and the Placement Educator. The information outlined in the PLENS is communicated to the relevant School via the student record in SITS.

8.4 Review of Support

Students registered with the Disability Service will be contacted twice-yearly to review their support requirements. This process provides students with an opportunity to review and provide feedback on the quality of support received during the year. It also allows students to discuss their needs for the following academic year and to request changes to their support provision where additional support is required or support is no longer necessary. Students can contact the Disability Service for a review of their support at any time during the academic year if the impact of their disability changes or they do not feel the Reasonable Accommodations in place adequately address their needs.

8.5 Communication of Reasonable Accommodations to School Staff

Following the Needs Assessment by the Disability Service and the submission of appropriate evidence of a disability by the student, a LENS report is disseminated to the student's School via the student record in SITS. Schools should ensure that the LENS is disseminated to staff who are required to implement Reasonable Accommodations within the School. For research students, this is normally only the Supervisor and Director of Postgraduate Teaching & Learning. This information should be disseminated in line with the Data Protection Act 1988 (as amended) and University data protection policies. Further information on dealing with personal and sensitive data can be obtained from the [University's Data Protection Officer](#).

8.6 Confidentiality

Information about disability is classed as sensitive personal data and will be processed by the University in accordance with the Data Protection Act 1998 (as amended) and the University's Data Protection Policy.

The University cannot pass on personal or sensitive information without the student's written permission. When the student registers with the Disability Service (DS), they are asked to sign a 'Consent to disclose form' allowing the DS to forward on any relevant information regarding their disability and/or support needs. This allows the DS to forward the LENS report via the student record in SITS. General background details of the student's specific disability will be included in the LENS. A student is not obliged to reveal detailed information to the School about their disability. In some instances, it may be useful for the School to know, but in many cases, it may not be relevant to the Reasonable Accommodation support. A discussion about disability disclosure usually takes place between the DS staff member and the student, with the student deciding what information may be passed on during the LENS approval process.

8.7 Dissemination of the LENS & ensuring Implementation of Reasonable Accommodations

Reasonable Accommodations and LENS reports are available on the student's record in SITS. Schools must ensure they have a system in place to capture the Reasonable Accommodations specified on the SITS student record.

It is the responsibility of each School to have an effective dissemination and implementation system in place to allow for information on Reasonable Accommodations to be circulated to all relevant lecturers and administrative staff e.g. those organising examinations and timetabling.

9.0 School Disability Liaison Officer (DLO)

Trinity has a well-established support system at School-level to ensure the needs of students with disabilities are addressed. Each School has a nominated staff member who is a key contact for issues relating to disability support, called a Disability Liaison Officer (DLO).

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. The DLO's responsibilities include the following:

- To ensure that School staff who need to be aware of students' Reasonable Accommodations have access to the information in SITS.
- To raise with the relevant Director of Teaching & Learning and/or the Disability Service any concerns regarding accommodations that may impact the academic integrity or core competence standards of teaching and learning within the School.
- Liaising with Disability Service staff, their School's Directors of Teaching & Learning and Programme/Course Directors, and assisting in making Reasonable Accommodations for students, and exchanging information as required.
- The DLO is the first point of contact for students with disabilities when dealing with disability queries.
- The DLO should have a general awareness and understanding of University and School policies, procedures, and practices, and how these may impact on students with disabilities and long term conditions.

- The DLO should also have an awareness and understanding of Equality and Disability legislation, to ensure that their School is compliant with the legislation and is promoting inclusive learning for all students.
- The DLO is not expected to have expert knowledge of disability issues. However, it is important that they work in collaboration with the Disability Service to identify training needs within the school. Further information on the role of the DLO can be found on the Disability Service website <https://www.tcd.ie/disability/current/ALO-info.php>.
- To be part of a University-wide network of DLOs for the purposes of sharing expertise, good practice and relevant knowledge, skills, and experience. The network will be supported by the DS.
- To report to Academic Registry any technical issues with the SITS system for sharing students' (LENS) Reasonable Accommodations.
- To develop effective working relationships and establish positive lines of communication with the DS.
- To attend training, workshops, and information events organised by the DS.

10.0 Role of Director of Teaching and Learning (undergraduate or postgraduate as appropriate) or Programme/Course Director

Their role is to deal with all non-standard Reasonable Accommodation requests as outlined below.

11.0 Standard Reasonable Accommodations

As stated in the Reasonable Accommodation Policy, standard Reasonable Accommodations identified through the Needs Assessment process by the Disability Service are accommodations that alleviate a substantial disadvantage for students with disabilities. It is expected that the standard Reasonable Accommodations stated in the LENS report will be put in place. In cases where a Reasonable Accommodation cannot be applied and a specific rationale is provided, the non-standard decision route will apply. **Diagram 1** below outlines the standard Reasonable Accommodations decision making process and all teaching, learning, and assessment standard Reasonable Accommodations are explained below.

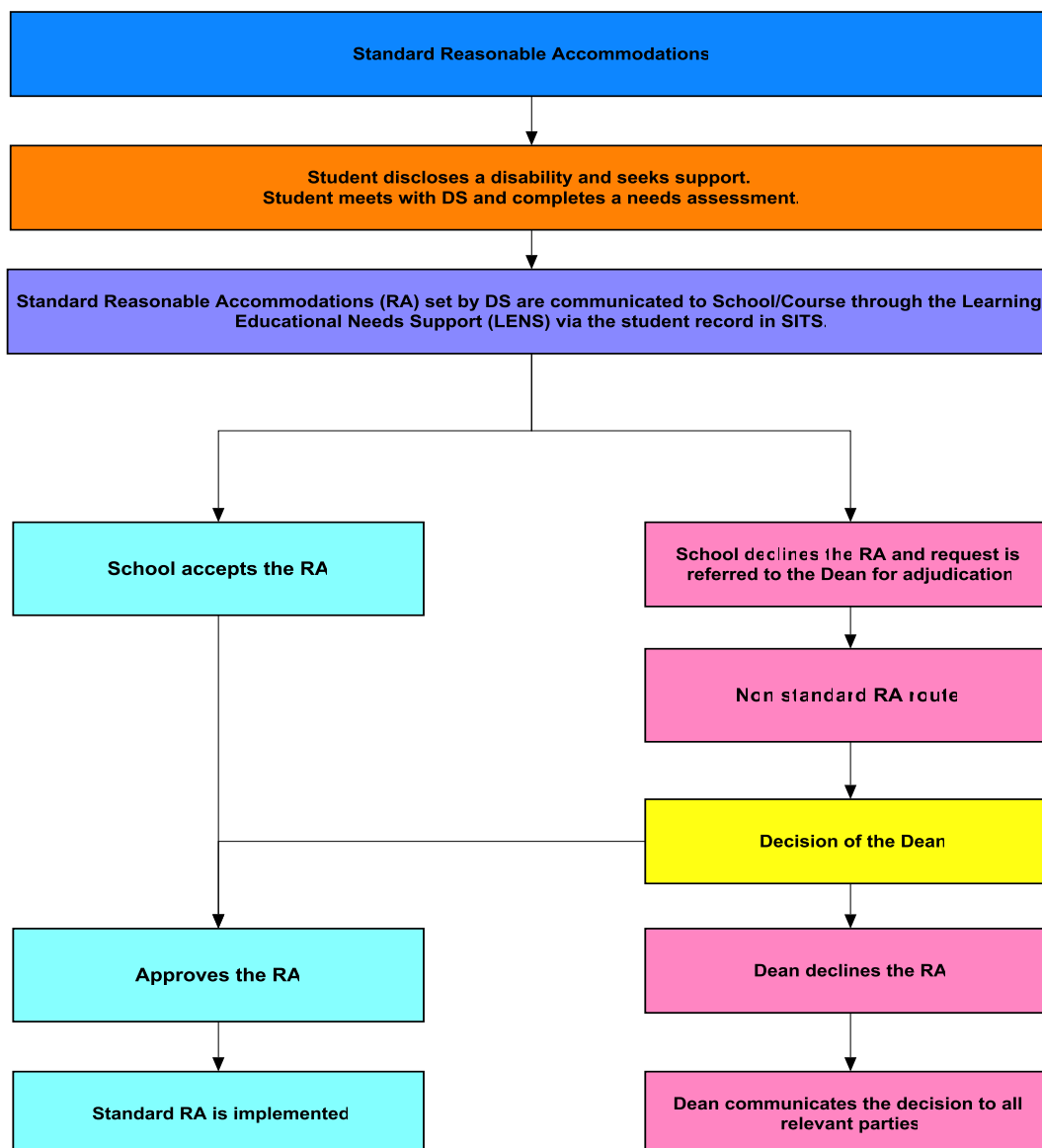


Diagram 1 - Standard Reasonable Accommodations approval process

11.1 Standard Reasonable Accommodation - Examination

Trinity is committed to ensuring that its examination system (undergraduate and taught postgraduate programmes) as far as possible enables students with disabilities who are registered with the Disability Service to compete equally with their non-disabled peers.

Trinity will endeavour to ensure that its examination procedures are effective in assessing the knowledge and abilities of all students, whilst at the same time ensuring the maintenance of academic standards. During the student’s Needs Assessment, the Disability

Service will discuss appropriate Reasonable Accommodations to enable students to be assessed fairly. Reasonable Accommodations will be communicated to the Assessment, Progression & Examinations team (Academic Registry) for implementation during the main examination periods. Students should make requests for exam accommodations as early as possible in the academic year. Deadlines are set to ensure the Assessment, Progression & Examinations team can set up Reasonable Accommodations for examination purposes. For further information on the Trinity policy and procedures and deadlines for determining Reasonable Accommodations in Trinity examinations, please view the [Guidelines for students and staff on the modification of examination and assessment arrangements for students with disabilities.](#)

Standard disability examination accommodations are listed here:

Examination accommodations
10/15/20 Minutes an hour extra time
Special Furniture
Scribe
Reader
Low distraction venue
Individual venue
Group exam venue
Enlarge paper to A3 – FONT size specified
Disclosure of disability sticker – marking guidelines for dyslexic and deaf students
Use of computer
Electronic paper
Food and drink in examinations
LENS Report – specifying additional information on examination accommodations

11.2 Standard Reasonable Accommodation - Teaching & Learning

The University endorses the practice of inclusive teaching, learning, and assessment, and aims to ensure that courses are accessible and enable full participation for all students. Schools are encouraged to ensure that accessibility is a key consideration when developing new courses or when redesigning or evaluating existing courses.

Reasonable Accommodations must be made to any aspect of teaching or assessment that would substantially disadvantage a student with a disability in relation to their peers, unless

this accommodation would compromise the academic standards or professional practices associated with the course of study. As indicated in the policy, Reasonable Accommodations are based on disability evidence and information obtained at the Needs Assessment carried out by the Disability Service. All standard Reasonable Accommodations listed below are in the LENS report and communicated via the student record in SITS.

11.3 Standard disability teaching, learning accommodations are listed here and explained below:

Teaching and Learning Accommodations
Allow additional time to develop practical skills
Provide accessible teaching & learning locations
Allow student to record lectures
Allow personal assistant/lab assistant/academic assistant
Prioritised reading lists
Provide enlarged hand-outs
Provide feedback on continuous assessment
Provide lecture material in advance, wherever possible
Repeat questions before answering
Professional Placement and Internship supports
Ensure Field trips and off-campus visits are accessible
Use of audio devices in teaching venues – microphones
Student will have access to a note taker in lectures
Permission to eat and/or drink in teaching venues
Use of assistive technology in teaching & learning venues
Permission to take rest breaks in teaching and learning session
Irish Sign Language Interpreter in teaching and learning sessions
Marking the Work of Students with Dyslexia and Students who are Deaf/Hard of Hearing
Course Material in Alternative Formats

Allow additional time to develop practical skills - Where possible, students with reduced fine motor skills; processing speed difficulties; or disabilities which can cause pain, fatigue, or reduced mobility, should be given additional time to develop alternative techniques or to practice specific practical skills.

Provide accessible teaching and learning locations - Most teaching and learning spaces in Trinity are accessible but there are some buildings that are not accessible or are only partially accessible. If a student has an accessibility issue, the DS will communicate this in the LENS report and ask that the School ensure that all teaching venues are accessible. Schools can view the accessibility of College buildings within Trinity by [this link](#) to the college map website.

Allow students to record lectures - Students with disabilities may be permitted to record lectures and tutorials if as part of the Needs Assessment it is deemed a reasonable adjustment by the Disability Service. Students are advised that all recordings remain the property of the University and are for personal use only. As in the case of provision of lecture notes, the student will sign a Permission to Record form with the Trinity Disability Service that states that the recordings made are for their own personal use and will not be shared. Where a recording of a lecture is not permitted, it will be necessary for the lecturer to provide a suitable alternative (i.e. a transcript of the lecture). This is in the Trinity College Calendar (Part II – General Regulations) as per the extract below:

“Students with disabilities may be permitted to record lectures if it is deemed a Reasonable Accommodation by the Disability Service. Students will be advised that all recordings remain the property of College and are for personal use only.”

See also DATA PROTECTION (section VIII) and COPYRIGHT (Section IX) of the [University Calendar](#).

Allow personal assistant/lab assistant/academic assistant - Some students may require an Educational Support Worker (ESW) to attend their lectures or labs to assist them with a physical task such as note-taking or carrying equipment or materials.

Provide Prioritised reading lists (wherever possible) - Subject librarians should receive reading lists from lecturers well in advance of the beginning of the course/module. Annotated reading lists and texts that need to be provided in an alternative format for students with sensory/print disabilities should be provided in advance.

Provide enlarged handouts - The College Accessible information policy recommends that printed material be provided in a sans serif font, like Arial, and a font of size 12pt. Some students with significant visual impairments require a larger font size to make their texts readable. A request for enlarged handouts will specify the size of the font.

Provide feedback on continuous assessment –Lecturers should make themselves available for students with disabilities to receive feedback on their continuous assessment and course demands. This will allow students to get reassurance on meeting course demands.

Provide lecture materials in advance, wherever possible – Due to their disability, some students have difficulty with concentration and processing information and therefore may require handouts of PowerPoint presentations or slides in advance of class to ensure that they are not placed at a significant disadvantage in comparison to their peers. Where, for academic or professional practice reasons, a School is unable to provide this Reasonable Accommodation, it is important that the appropriate academic member of staff liaises with the Disability Service to discuss alternative Reasonable Accommodations.

Repeat questions before answering - Repeating questions will allow students time to reflect on what the question means and give them time to come up with their own answer. This helps students with a hearing impairment and those with processing difficulties and is a useful inclusive teaching strategy that will assist all students, not just those with a disability.

Professional Placement and Internship supports - The Disability Service, as part of the Needs Assessment process, can help students on professionally-accredited courses prepare for placement/internships. They can also provide advice to placement staff on disability-related issues. The Disability Service works closely with students and placement staff to provide guidance by:

- Discussing work placement demands as part of the Needs Assessment process, and encouraging students to start thinking about the impact of their disability, and the types of Reasonable Accommodations that may be required.
- Helping students understand the disclosure process and support them to make informed choices about disclosure.
- Supporting students to engage with placement staff if Reasonable Accommodations are required.
- Providing guidance to placement staff on disability related issues and Reasonable Accommodations that may be needed.
- Attend placement planning meetings if required to identify work placement needs.

Ensure field trips and off-campus visits are accessible - Lecturers should consider the accessibility of field trip locations. By providing full details of field trips in advance, students can make sure field trips are accessible and organise travel arrangements.

Use audio devices in teaching venues - microphones - Lecturers should use a microphone to assist those with hearing difficulties if requested and included in the LENS report.

Student will have access to a note taker in lectures - The Needs Assessment process explores all appropriate solutions to assist with note taking difficulties and students are expected to engage with the Reasonable Accommodations that are identified through this process. Technology solutions are explored in the first instance. It is the student's responsibility to complete the training that is provided and to become proficient in the use of that technology. A note taker may be provided in the absence of a technological solution and/or where the student is unable to handwrite or type notes due to the impact of a disability.

Permission to eat and/or drink in teaching venues - Permission to eat or drink should be given to the student if so required by his / her disability. For example, lecturers should be aware that diabetics may require food at specific times.

Use of Assistive Technology (AT) in teaching & learning venues - Lecturers should allow the student to use a laptop or computer to take notes or use assistive technology software during class. Students have a responsibility to use the AT solely for this purpose in class.

Permission to take rest breaks in teaching and learning session - Lecturers should allow the student to take rest breaks if stated in the LENS. This may involve taking a short break between classes. The lecturer should note that a student with such a disability may sit close to the exit to allow for this, or may be absent for certain periods of the teaching session.

Irish Sign Language (ISL) Interpreter in teaching and learning sessions – Lecturers should allow ISL interpreters in all teaching, learning, and assessment sessions. This will provide deaf students who use ISL interpretation as their means of communication with the appropriate tools to function in their course.

Marking the work of students with Dyslexia and students who are deaf/hard of hearing - Even with the provision of additional supports in examinations/assessment, students who are deaf or hard of hearing, or who present with a specific learning difficulty, may not demonstrate their full potential in an examination.

The University Council (CL/14-15/205, June 2015) approved a policy with guidelines on marking the work of students with dyslexia and students who are deaf/hard of hearing as part of the University [Guidelines for students and staff on the modification of examination and assessment arrangements for students with disabilities.](#)

[Specific marking guidelines](#) provide examiners with a framework for marking the scripts of such candidates.

Course material in alternative formats - Some students with visual impairments may require course material in alternative formats such as Braille, large print, or electronic format. In order to comply with the Disability Act 2005 (Provision of Accessible Information), it is important that Schools ensure that reading lists are available in advance to ensure that books can be sourced from publishers in an appropriate format. Schools also have an

anticipatory duty under the legislation to ensure that they consider the needs of students with disabilities when preparing course material. Further advice on alternative formats can be obtained from the [Trinity Inclusive Curriculum guidelines of accessible information](#) or by speaking to a Disability Service staff member.

11.4 Standard Reasonable Accommodations - Research Students

In the case of graduate students registered for degrees by research alone, the principles of Reasonable Accommodation should similarly be applied. The distinctive nature of learning on research degrees requires that Reasonable Accommodations may differ in form or scope from those at taught-course level.

Reasonable Accommodations will be agreed on a case-by-case basis and may include any of those outlined above, or additional academic Reasonable Accommodations based on an individual's disability needs and pertaining to the type of study the research student is undertaking. All Reasonable Accommodations for research students will be subject to consideration and approval by the Dean of Graduate Studies.

Reasonable Accommodations will be recommended by the Disability Service as part of the Needs Assessment and communicated to the supervisor and Director of Teaching and Learning (Postgraduate) directly as per the process outlined above in Diagram 1.

Supervisors and Directors of Teaching and Learning (Postgraduate) should be mindful that disclosure of a disability is often a source of anxiety for research students, in particular. In addition, as research students may have teaching responsibilities in their school, the disability will be disclosed/ LENS circulated to the supervisor and Director of Teaching and Learning (Postgraduate) only, in the first instance

12.0 Non-standard Reasonable Accommodations

In an event where standard Reasonable Accommodations are not sufficient to meet the needs of the student and they cannot undertake the standard teaching, learning, and

assessment, the University recognises that schools may need to consider providing alternative non-standard teaching, learning, and assessment methods, while maintaining academic standards. These are referred to as 'non-standard Reasonable Accommodations'.

The Disability Service (DS) will explore appropriate non-standard Reasonable Accommodations with the individual student and the School/Course to ensure they are not placed at a substantial disadvantage in comparison to their peers

A recommendation by the DS to grant alternative non-standard teaching, learning, and assessment will be discussed with the relevant Director of Teaching and Learning and/or Programme/Course Director in the case of multidisciplinary programmes and postgraduate taught programmes. This will be outlined in Part A of the form 'Request for non-standard Reasonable Accommodation' (Appendix 2) and forwarded to the School to complete Section B.

If non-standard Reasonable Accommodations are approved by the School/Course this shall then be forwarded by the Disability Service to the relevant Dean for consideration and/or approval. The Dean's decision will be outlined in Part C of the form 'Request for non-standard Reasonable Accommodation' (Appendix 2).

If the School/Course is unable to implement the recommended non-standard Reasonable Accommodations, the School/Course may propose an alternative Reasonable Accommodations. This will be outlined in Part B of the form 'Request for Non-standard Reasonable Accommodation' (Appendix 2). This recommendation shall then be forwarded by the Disability Service to the relevant Dean for consideration and/or approval. The decision will be explained in Part C of the form 'Request for non-standard Reasonable Accommodation' (Appendix 2).

If non-standard Reasonable Accommodations are not approved or an alternative is not found at School/Course level, the relevant Dean will be asked by the Disability Service to review Parts A and B of the form 'Request for non-standard Reasonable Accommodation' (Appendix 2) and determine whether the recommended Reasonable Accommodation, or an

alternative may be implemented. The decision will be explained in Part C of the form 'Request for Non-standard Reasonable Accommodation' (Appendix 2).

In all cases, the Dean's decision outlined in part C of the form will be final and binding on all parties.

A process and timelines (incorporating Trinity examination deadlines for each semester) will be agreed by the Deans and communicated to all stakeholders.

Diagram 2 below outlines the decision making process in relation to non-standard Reasonable Accommodations.



Diagram 2 - Non-standard Reasonable Accommodations approval process

12.1 Non-standard Reasonable Accommodations - Examinations

Examples of non-standard examination accommodation include, but are not limited to:

Reschedule exams (dates and times) within the examination session – this may be required for students who have significant physical difficulties, stamina, anxiety and fatigue management issues as a result of a disability. For example:

- When there are two 3-hour exams on the same day, some students with a physical, sensory or medical disability may tire easily or as a result of taking medication, and require additional time or rest breaks.
- Candidates with conditions which result in early fatigue and impaired concentration may require morning examinations in preference to afternoon or evening examinations.
- A candidate with a physical disability who requires extra time to complete an examination and who experiences fatigue may find it difficult to manage a number of examinations in quick succession. Examinations may therefore need to be scheduled so that, where possible, rest periods are provided between examinations.

Examinations split into more than one session - When extra time is provided for an examination which is already lengthy (for example a three-hour paper) the result may be too physically and mentally challenging for some candidates with disabilities. Splitting such examinations into more than one session may be a more suitable arrangement.

Split exams between Semester 1, Semester 2 and Reassessment sessions:

A small number of students may require their exams to be scheduled over two examination sessions. This Reasonable Accommodation request may occur when the workload is considered too great for the student with a disability to take on and be fairly assessed in comparison with their peers. It may also occur when preparation for, or the sitting of, exams has been significantly interrupted by the nature of the disability

Alternative forms of assessments - For some students with disabilities, where appropriate standard assessment accommodations cannot be made, it may be necessary to consider an alternative form of assessment to continuous assessment and examinations.

Irish legislation allows for this. The law requires the University to make 'Reasonable Accommodations' and encourages flexibility and inclusivity by providing assessments that are suitable for as many students as possible. In this way fewer adjustments need to be made for individuals.

Principles to consider in designing an alternative assessment:

- Are current learning outcomes effectively measured using the proposed assessment?
- How are the needs of the student with disabilities met by using the proposed assessment?
- Have the proposals been discussed with the student?
- If it is not possible to meet their needs through use of an alternative assessment, it would have to be considered whether or not the learning outcomes are in any way discriminatory. If so, they may need to be re-evaluated.
- Will academic standards or professional practices be maintained if the alternative assessment is used?

Examples of alternative methods of assessment:

- A student with Cerebral Palsy who was unable to undertake all end of year exams due to pain and fatigue issues may be offered a reweighting in favour of continuous assessment (60%) over end of year examinations (40%).

A student with Asperger's Syndrome and anxiety issues, who was unable to attend tutorials and carry out presentations and group assignments may have alternative continuous assessments (Viva Voce to Lecturer alone and solo assignment or presentation) agreed.

Non-standard accommodations listed above are examples and other academic Reasonable Accommodations may arise from time to time based on an individual's disability needs.

These will be discussed as per the process outlined in Diagram 2 and will be subject to the approval of the relevant Dean.

12.2 Non-standard Reasonable Accommodation - Teaching & Learning

Examples of non-standard teaching and learning accommodations include:

Flexible assessment deadlines - All Schools within the University accept that students may require additional time to complete some aspects of their coursework arising from their disability. The reasons may include a period of illness for someone with a fluctuating medical condition or difficulties completing a high level of reading within a standard timeframe for students with specific learning difficulties such as dyslexia. The individual

needs of each student are considered alongside specific course requirements, meaning the length of an extension may vary. Flexibility of assessment deadlines is normally granted for a limited duration and/ or for specific circumstances. Repeated or ongoing requests for flexibility shall be reviewed by the relevant Director of Teaching and Learning and will be subject to consideration and approval by the Senior Lecturer/Dean of Undergraduate Studies or Dean of Graduate Studies, as appropriate.

Flexibility with course attendance requirements - Attendance at lectures, tutorials, labs and other teaching and learning activities is a requirement for all students as per Trinity regulations. However, where a student is unable to attend due to their disability (for example, students with mental health difficulties who are registered with the Disability Service who are unable to participate in small group tutorials for a period of time), they should not be penalised or be required to provide additional medical documentation for non-attendance.

Students with disabilities should be treated differently in this regard when a request for flexibility with attendance is deemed a Reasonable Accommodation for a fixed period of time as stated in the LENS report.

Trinity has a [Non-Satisfactory Attendance and Course Work Policy— College Calendar General Regulations](#) p. H6 section 24, paragraph 25. However, in the case of a student registered with the Disability Service, where the LENS report identifies that flexibility with course attendance is a Reasonable Accommodation, the School should wherever possible provide an alternative assessment for the particular student. This Reasonable Accommodation must be negotiated with the particular School on a case-by-case basis and will be recommended to the relevant Dean for consideration.

Splitting course over 2 years - A small number of students with life-long and enduring disabilities are impacted significantly in that they cannot participate effectively without splitting their modules over two years. This will allow the student to work at a more manageable pace that will not adversely impact the student.

12.3 Non-standard Reasonable Accommodations - Research Students

Ethical Approval and Research Data Management— It is the responsibility of the student to ensure adherence to ethical requirements and data storage and access guidelines. Where necessary, the supervisor shall advise on the incorporation of Reasonable Accommodations (such as the use of an academic personal assistant) into the research ethics approval process, but the recommendation of Reasonable Accommodations shall not, in itself, be grounds for refusal to grant ethical approval by a school or College Research Ethics Committee.

Non-standard examination accommodations for Research Students may include:

Use of copy editing services for the preparation of a transfer report and/ or thesis – In certain exceptional circumstances, the Disability Service may recommend that a graduate student registered with the Disability Service be permitted to avail of paid professional copy editing services for the preparation of a transfer report and/or a Masters or doctoral thesis. This recommendation will be made directly to the Dean of Graduate Studies who, pursuant to the relevant sections of the [University Calendar](#) (Calendar Part III - Graduate Studies and Higher Degrees), may grant this recommendation following consultation with the student.

Alternative format Viva Voce – in very exceptional circumstances the Disability Service, after discussions with the student, may recommend Reasonable Accommodations be made to the format of the Viva Voce. This recommendation shall be made directly to the Dean of Graduate Studies who will consider this recommendation following consultation with the chair of the Vice Voce examination.

12.4 Process for querying Reasonable Accommodations

It is expected that Reasonable Accommodations to teaching, learning, and assessment recommended by the Disability Service through the Needs Assessment process and communicated in the student LENS report will be put in place.

It is recognised also, however, that in some instances Schools may have difficulty in implementing some Reasonable Accommodations due to course requirements or requirements of professional bodies. In such circumstances, it is vital that concerns are raised and alternative strategies discussed with the Disability Service to ensure that individual staff and the University are compliant with Equality Legislation. This must be done as soon as possible after receiving the non-standard Reasonable Accommodation request form (see Appendix 2) or LENS report, to ensure timely communication with a student and the ability to consider alternatives.

After receiving the LENS report, it is the responsibility of the School to ensure that the recommended Reasonable Accommodations are implemented and shared with relevant staff and/ or other Schools if necessary. Any concerns about the implementation of a standard Reasonable Accommodation must be raised with the relevant Disability Service staff member as soon as possible via the non-standard Reasonable Accommodation request form – Appendix 2.

If, following further discussion, the School/Department remains of the view that a recommended Reasonable Accommodation is not reasonable or implementable, then they must request that the matter be reviewed by the Senior Lecturer/Dean of Undergraduate/ Graduate Studies. See Appendix 2 - Non-standard Reasonable Accommodation request form for details on how to administer this query.

Matters pertaining to the implementation of the Trinity Reasonable Accommodation Policy for Students with Disabilities or of this Code of Practice do not normally constitute a 'student case', and a student case will not be initiated as a consequence of the normal application of this policy or where a difficulty by the School in implementing a recommended Reasonable Accommodation arises.

Requests for review as to whether a recommendation constitutes a 'Reasonable Accommodation' should be made directly to the Senior Lecturer/Dean of Undergraduate Studies or the Dean of Graduate Studies as appropriate, using the Non-standard Reasonable Accommodation request form (see Appendix 2).

The decision of the Dean will be final and binding on all parties.

Appendix 2: Non-standard Reasonable Accommodation Request Form

Request for non-standard Reasonable Accommodation in teaching, learning, and/or assessments – Trinity College Dublin



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

Request for non-standard Reasonable Accommodation in teaching, learning, and/or assessment – Trinity College Dublin

Part A - To be completed by Trinity Disability Service

Student Name:

Student Number:

School, Course of Study, Year of Study and Module:

Disability Officer:

Student has given consent to this request application taking place: Yes

Current method of teaching, learning and/or assessment (to be confirmed with the academic department):

Non-Standard Reasonable Accommodations proposed/rationale by the Disability Service as outlined the student's Learning Education Needs Summary (LENS)?

LENS/PLENS reviewed on Student record in SITS

Yes/No

Other supporting information:

Disability evidence on file verifying difficulties

Sent to relevant Director of Teaching and Learning in the School (or Programme/Course Co-ordinator in multidisciplinary programmes):

School _____

Dir T&L. _____

Signature of Disability Officer: _____

Date: _____

Part B - To be completed by School

Student Name:

Student Number:

Please consider Part A above, completed by Trinity Disability Service, regarding evidence and rationale for Reasonable Accommodations: an alternative form of teaching, learning, and/or assessment on disability grounds for this student.

Please return this form to the Disability Service on completion, within five working days.

Can the Reasonable Accommodation recommended in part A be implemented?

i.e., state whether there is an academic reason why the recommended reasonable accommodation cannot be implemented in the form suggested e.g. the recommendation would disadvantage the student in terms of learning outcomes, academic standards or professional practices associated with the course of study.

Yes, the recommended Reasonable Accommodation in part A can be implemented

If yes, please complete details of these arrangements below, date and sign this pro-forma and forward to the Disability Officer detailed in Part A

No, the recommended Reasonable Accommodation cannot be implemented on academic grounds

If no, please outline the academic reasons below, including what further action/ alternative can be put in place and return this form to the Disability Officer detailed in Part A.

Programme/Course Co-ordinator: _____

School/Programme: _____

Date: _____

Please return complete Part B to the Disability Service within five working days of receipt of this request

Part C – To be completed by Senior Lecturer/Dean of Undergraduate Studies or Dean of Graduate Studies

Please review Part A (recommendation of non-standard Reasonable Accommodation) and Part B (consideration of the School) and determine if the non-standard Reasonable Accommodation(s) recommended can be applied in this case.
Please outline the decision taken below and return to School and Disability Service for recording purposes.

Signature of Dean: _____
Date: _____

Please return complete Part C to the Disability Service within five working days of receipt of this request.