

**Policy Identifier:** Code of Practice for Students with Disabilities

<b>Policy Title:</b>	Code of Practice for Students with Disabilities
<b>Description:</b>	MIE is committed to ensuring that students with a disability have as complete and equitable access to all facets of college life as can reasonably be provided.
<b>Author (Position):</b>	MIE Access Officer in conjunction with the Trinity College Dublin, the University of Dublin, Disability Service
<b>Version:</b>	2
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# Code of Practice for Students with Disabilities

## 1 Context

Marino Institute of Education (MIE) has adopted a code of practice which is applicable to all students with disabilities studying at the Institute. This is in accordance with the [Disability Act, 2005](#), the [Equal Status Act, 2000](#) (as amended) and the [Universities Act, 1997](#).

Students with a disability 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

MIE is committed to ensuring that students with a disability have as complete and equitable access to all facets of college life as can reasonably be provided<sup>1</sup>.

## 3 Benefits

3.1 For the purposes of all MIE policies relating to students with a disability, Reasonable Accommodations are determined through a needs assessment process taking into account the nature of a disability, course requirements and individual differences.

3.1.1 A Reasonable Accommodation might be any action that helps alleviate a substantial disadvantage and may involve changing procedures, modifying the delivery of the course taken, providing additional services (e.g. examination arrangements, materials in large print), or altering the physical environment.

3.2 When students register for disability supports through the [MIE's Registrar's Office](#), needs are identified by and supports are provided in collaboration with the Trinity College Dublin, the University of Dublin (hereafter referred to as Trinity) [Disability Service](#).

3.3 The most common forms of Reasonable Accommodation are available on the Trinity Disability Service Supports and Resources webpage at:

<http://www.tcd.ie/disability/services/>

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<sup>1</sup> See [Consent to Disclose and Share Disability Information](#) and [MIE Equality Policy](#)

## 4 Scope

The following Code of Practice is applicable to all students with disabilities, studying at MIE on undergraduate and postgraduate programmes, and who are registered with the [Disability Service](#), and applies only for the duration of their registration with the [Disability Service](#).

## 5 Principles

- 5.1 MIE will strive to create an environment where students are comfortable in disclosing a disability and are provided with the opportunities to do so at various stages throughout their time at MIE.
- 5.2 MIE endorses principles of inclusive teaching, learning and assessment.
- 5.3 MIE 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 of the [Disability Service](#) and in accordance with the individual's certified disability.
- 5.5 The student, the academic staff, departments, placement coordinators, the [Disability Service](#) and the Deans of Education 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 Act, 2000](#) as amended<sup>2</sup>, is as follows:
  - i. The total or partial absences of a person's bodily or mental functions, including the absence of a part of a person's body;
  - ii. The presence in the body of organism causing or likely to cause, chronic disease or illness;
  - iii. The malfunction, malformation or disfigurement of a part of a person's body;

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<sup>2</sup> See MIE's [Employment of People with Disabilities](#) Policy

- iv. A condition of malfunction which results in a person learning differently from a person without the condition or malfunction, or
- v. A condition, illness or disease which affects a person's thought processes, perception or reality, emotions or judgement or which results in disturbed behavior.

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 Institute recognises that alternative non-standard teaching, learning, and assessment methods are required, where standard Reasonable Accommodations are not sufficient to meet the needs of the student.

## 7 Policy

### 7.1 Code of Practice

7.1.1 This code of practice provides a framework for documenting MIE's Reasonable Accommodation provision for students with disabilities and will be reviewed regularly, based on feedback from students, members of staff and all other stakeholders.

7.1.2 This code of practice should be read in conjunction with the relevant MIE course handbook and with the [Trinity Calendar Conduct and College Regulations](#).

7.2 Every student with a disability has the right to:

7.2.1 Equal access to courses, services, activities and facilities throughout the Institute<sup>3</sup>;

7.2.2 Reasonable and appropriate accommodations, academic adjustments, and/or additional services determined on a case-by-case basis and in accordance with the individual's certified disability/specific learning difficulty;

7.2.3 Appropriate confidentiality of disability records (files) and knowledge that disclosure of information will happen only with the student's written consent<sup>4</sup>

7.2.4 Information reasonably available in accessible formats;

7.2.5 Be treated with dignity and respect;

7.3 Every student with a disability has the responsibility to:

7.3.1 Identify themselves in a timely manner as an individual with a disability when seeking an accommodation;

7.3.2 Provide documentation from an acceptable professional source that verifies the nature of the disability;

7.3.3 Register with the MIE Access Officer and follow Trinity Disability Service and MIE [procedures](#) if they wish to obtain Reasonable Accommodation. This includes signing the code of practice and consenting to release of information;

7.3.4 Follow specific procedures for obtaining Reasonable Accommodation such as:

- i. Examination Arrangements;
- ii. Academic and Placement Adjustments;

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<sup>3</sup> See [MIE Equality Policy](#) and [Admission, Access and Transfer Policy](#)

<sup>4</sup> See [MIE Records Retention Schedule](#) and [Record Management Policy](#)

- iii. Applications to the [European Social Fund \(ESF\) Disability Project](#) or funded supports such as Assistive Technologies and Educational Support Worker services.

7.3.5 Treat staff of MIE with dignity and respect<sup>5</sup>.

7.4 MIE reserves the right to:

- 7.4.1 Maintain the academic standards of the Institute;
- 7.4.2 Request an 'Evidence of Disability' completed by an acceptable professional source to verify the need for Reasonable Accommodation and/or auxiliary aids;
- 7.4.3 Discuss a student's need for Reasonable Accommodation with the professional source of their documentation, having obtained the student's signed consent authorising such disclosure and discussion<sup>6</sup>;
- 7.4.4 Select from equally effective and appropriate accommodations in consultation with students with disabilities;
- 7.4.5 Deny a request for Reasonable Accommodation if the documentation does not identify a specific disability and/or functional limitation, or if it fails to verify the need for the requested services;
- 7.4.6 Refuse to provide an accommodation that is inappropriate or unreasonable, including any that poses a direct threat to the health or safety<sup>7</sup> of the student and others, constitutes a substantial change or alteration to an essential element of a course or programme, or gives rise to more than nominal cost for MIE.

7.5 MIE has the responsibility to:

- 7.5.1 Ensure that MIE courses, programmes, services, jobs, activities, and facilities, when viewed in their entirety, are delivered in the most integrated and accessible settings possible;
- 7.5.2 Provide to students with disabilities information regarding MIE policies and procedures and ensure that it is available in accessible formats;
- 7.5.3 Provide reasonable and appropriate accommodations and/or auxiliary aids for students with disabilities upon a timely request by a student;

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<sup>5</sup> See [Dignity and Respect Policy](#)

<sup>6</sup> See [Consent to Disclose and Share Disability Information](#)

<sup>7</sup> See [Safety Statement Policy](#)

- 7.5.4 Maintain appropriate confidentiality of records and communication concerning students with disabilities except where the disclosure is authorised by the student.
- 7.6 MIE Access Officer will:
- 7.6.1 Assist students with disabilities to self-identify and meet the Institute's criteria for eligibility to receive Reasonable Accommodation determined on a case-by-case basis;
  - 7.6.2 Assure confidentiality (subject to the student signing the disclosure of information form) of all information pertaining to a student's disability;
  - 7.6.3 Inform students on professional teaching courses of the MIE [Fitness to Study Policy](#);
  - 7.6.4 Identify students who may require a Personal Emergency Evacuation Plan (PEEP) and assist them in its formulation<sup>8</sup>;
  - 7.6.5 Request feedback from students about the effectiveness of the supports provided in order to monitor and evaluate the quality of the service provided.
- 7.7 Confidentiality for students with disabilities:
- 7.7.1 MIE encourages students with disabilities to disclose<sup>9</sup> information on their disability to the Disability Service on application to MIE or at any point during their studies. Such disclosure is encouraged so that MIE can work with the student in ensuring that any Reasonable Accommodation required is identified and facilitated in conjunction with the student.
  - 7.7.2 A record of a student's contact with the Service is held securely in accordance with [General Data Protection Regulation \(GDPR\), 2018](#) and the [Data Protection Act, 2018](#), and information provided to the [Registrar's Office](#) and the [Disability Service](#) is regarded as 'sensitive personal data'. The information may be used for statistical and monitoring purposes without the student's identity being revealed.
  - 7.7.3 Any documentation or information presented in disclosing a disability is held on Marino Electronic Student Records ([MAESTRO](#)) at MIE and is shared MIE's Service Level Provider, the [Trinity Disability Service](#). Specific medical or other

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<sup>8</sup> See [Personal Emergency Evacuation Plan \(PEEP\) Form](#)

<sup>9</sup> See [Consent to Disclose and Share Disability Information](#)

documentation will not be disclosed to any third party, except where necessary to provide Reasonable Accommodation. 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 departments 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 MIE [Registrar's Office](#) or the [Trinity Disability Service](#) for advice regarding individual students, staff will be informed that it is necessary to obtain or verify the permission of the student before doing so.

7.7.4 Students' registration and their relationship with the MIE [Registrar's Office](#) and the [Trinity Disability Service](#) are confidential. This means that their documentation and what they say to relevant staff are not disclosed to anyone outside the [Registrar's Office](#) or the [Trinity Disability Service](#). The exception is if a staff member is concerned about immediate risk of harm to the student or a third party. In these circumstances, the Access Officer will make every effort to discuss the situation with the student and involve the student in the disclosure process.

## 7.8 Disclosure of Disability<sup>10</sup>

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

## 7.9 Reasonable Accommodation – Application

The application of a Reasonable Accommodation will result from a review of the circumstances of an individual student and will involve the student in discussion of possible courses of action. What is 'reasonable' for MIE will vary according to a range of factors and will depend on the circumstances of the individual case.

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<sup>10</sup> See [Consent to Disclose and Share Disability Information](#)

## 7.10 Reasonable Accommodation in Assessments:

7.10.1 MIE has responsibilities under the [Equal Status Act, 2000](#) to ensure that students with disabilities are not disadvantaged for reasons relating to their disability in its methods of assessment.

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

- i. Modifying the circumstances under which the existing assessment is taken;
- ii. 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.

## 7.11 Reasonable Accommodation Decision Making Process

7.11.1 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.

7.11.2 The following areas are addressed:

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

7.11.3 The Needs' Assessment process also helps determine whether or not the student is eligible for additional disability support through relevant disability funding such as Higher Education Authority [ESF](#) for Students with Disabilities for specialist disability support, assistive technology, and/or transport.

## 7.12 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 Access Officer prepares an individual Placement Learning Educational Needs Summary (PLENS) detailing the Reasonable Accommodations to be implemented. These Reasonable Accommodations are determined in consultation with the Placement Coordinator. The information outlined in the PLENS is communicated to the relevant department via the student record in [MAESTRO](#).

### 7.13 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 may 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 feel the Reasonable Accommodations in place do not adequately address their needs.

### 7.14 Communication of Reasonable Accommodation to Faculty

7.14.1 Following the Needs' Assessment by the [Disability Service](#) and the submission of appropriate evidence of a disability by the student, a PLENS report is disseminated to the student's Course Leader, most likely through the [MAESTRO](#) records system. The Course Leader should ensure that the PLENS is disseminated to staff who are required to implement Reasonable Accommodation.

7.14.2 This information should be disseminated in line with the [GDPR, 2018](#) and the [Data Protection Act, 2018](#).

### 7.15 Confidentiality

7.15.1 Information about disability is classed as sensitive personal data<sup>11</sup> and will be processed by MIE in accordance with the [GDPR, 2018](#) and [Data Protection Act, 2018](#), and the [Institute's Data Protection Policy](#).

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<sup>11</sup> See [Consent to Disclose and Share Disability Information](#)

7.15.2 MIE will not pass on personal or sensitive information without the student's written permission. When students registers and meets with the [Disability Service](#), they are asked approve the LENS report that is generated from this meeting, allowing the [Disability Service](#) to forward any relevant information regarding their disability and/or support needs. This allows the [Disability Service](#) to forward the PLENS report via the student record in [MAESTRO](#). General background details of the student's specific disability will be included in the PLENS. A student is not obliged to reveal detailed information to the staff about their disability. In some instances, it may be useful for staff 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 Disability Staff member and the student, with the student deciding what information may be passed on during the PLENS approval process.

#### 7.16 Dissemination of the PLENS & ensuring Implementation of Reasonable Accommodation

7.16.1 Reasonable Accommodation and PLENS reports are available on the student's record on [MAESTRO](#). Appropriate departments must ensure they have a system in place to capture the Reasonable Accommodation specified on the [MAESTRO](#) student record.

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

#### 7.17 Standard Reasonable Accommodation:

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 Accommodation stated in the PLENS 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.

#### 7.18 Standard Reasonable Accommodation – Examinations:

Examination accommodations are based on the impact of a disability on the student. MIE is committed to ensuring that its examination system as far as possible enables students with disabilities who are registered with the [Disability Service](#) to compete equally with their non-disabled peers<sup>12</sup>. During the Needs' Assessment, the [Disability Service](#) will discuss appropriate Reasonable Accommodation to enable students to be assessed fairly. Reasonable Accommodation will be communicated by [Disability Service](#) to the [Registrar's Office](#) for implementation during the main examination periods. The following deadlines are set to ensure that the Examination Officer can set up Reasonable Accommodation for examination purposes.

### 7.19 Deadlines for Examination Accommodations

7.19.1 Students should make requests as early as possible in the academic year.

To ensure the Examinations Office can set up a student's accommodations for examination purposes, the following deadlines are applied:

- a. Christmas Examinations: Last Monday of November;
- b. Annual Examinations: Last Monday of February;
- c. Supplemental Examinations: Last Monday of July.

7.19.2 Students registering with the Disability Service after these deadlines dates will be accommodated in subsequent examinations.

### 7.20 Standard Disability examination accommodation for written examinations

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

<sup>12</sup> See [MIE Equality Policy](#)

## 7.21 Accommodations (other than written examinations)

7.21.1 The Access Officer liaises with the [Registrar's Office](#) in relation to Reasonable Accommodation in examinations. However, with respect to in-class assessments or examinations not organised via the Examinations' Office, lecturers should apply the Reasonable Accommodation stated in the PLENS report for such assessments.

7.21.2 Therefore, prior to setting dates/venues for in-class assessments, the following steps should be taken by academic staff:

- i. Identify student registered with the [Disability Service](#).
- ii. Identify the Reasonable Accommodation required which are specified in the PLENS.
- iii. Where necessary, contact the Access Officer for advice on providing stated Reasonable Accommodation.

7.21.3 This information is specified in the PLENS (Professional Learning Educational Needs Summary), which is on the student record in [MAESTRO](#) and forwarded to the Course Leader on behalf of each student.

## 7.22 Standard Reasonable Accommodation – Teaching and Learning

7.22.1 MIE endorses the practice of inclusive teaching, learning and assessment<sup>13</sup> and aims to ensure that courses are accessible and enable full participation for all students. Accessibility is a key consideration when developing new courses or when redesigning or evaluating existing courses.

7.22.2 Reasonable Accommodation 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 comprise the academic standards or professional practices associated with the course of study.

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 PLENS report and communicated via the student record on [MAESTRO](#).

7.22.3 Standard disability teaching: learning accommodations

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<sup>13</sup> See [Academic Assessment and Academic Progression](#) Policy

<b>Teaching and Learning Accommodations</b>
Allow additional time to develop practical skills
Provide accessible teaching and learning locations
Allow student to record lectures
Allow personal assistant/lab assistant/academic assistant
Provide 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
Access to a note taker in lectures
Permission to eat and/or drink in teaching venues
Use of assistive technology in teaching and learning venues
Permission to take rest breaks in teaching and learning sessions
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

7.23 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 practise specific practical skills.

7.24 Provide accessible teaching and learning locations: Most teaching and learning spaces in MIE are accessible but there are some rooms that are not accessible or are only partially accessible. If a student has an accessibility issue, the Disability Service will communicate this in the PLENS report and ask that all teaching venues are accessible.

7.25 Allow students to record lectures – Student with disabilities may be permitted to record lectures and tutorials if, as part of the Needs’ Assessment, it is deemed a Reasonable Accommodation by the [Disability Service](#). Students are advised that all recordings remain the property of the Institute and are for personal use only. As in the

case of provision of lecture notes, the student will sign a *Permission to Record Lectures Form*<sup>14</sup> with the [Registrar's Office/Disability Service](#) that states that the recordings are made 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).

- 7.26 Allow personal assistant/lab assistant/academic assistant: Some students may require an Educational Support Worker to attend their lectures or labs to assist them with a physical task such as note-taking or carrying equipment or materials.
- 7.27 Provide Prioritised Reading Lists (wherever possible): 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.
- 7.28 Provide enlarged handouts – It is recommended 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.
- 7.29 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.
- 7.30 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, the Institute/a lecturer 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 Accommodation.
- 7.31 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

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<sup>14</sup> See [Permission to Record Lectures Form](#)

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.

7.32 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:

- i. 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 Accommodation that may be required;
- ii. Helping students understand the disclosure process and supporting them to make informed choices about disclosure;
- iii. Supporting students to engage with placement staff if Reasonable Accommodations are required;
- iv. Providing guidance to placement staff on disability related issues and Reasonable Accommodations that may be needed;
- v. Attending placement planning meetings if required to identify work placement needs.

7.33 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.

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

7.35 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 handwritten or type notes due to the impact of a disability.

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

7.37 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 AT software during class. Students have a responsibility to use the AT solely for this purpose in class.

7.38 Permission to take rest breaks in teaching and learning sessions - Lecturers should allow the student to take rest breaks if stated in the PLENS. 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.

7.39 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.

7.40 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. Further information on how to support students with specific learning difficulties effectively in third level education can be found on [Trinity Disability Service](http://www.tcd.ie/disability/teaching-info/awareness-info/learning.php) web page at <http://www.tcd.ie/disability/teaching-info/awareness-info/learning.php>

#### 7.41 **Non-standard Reasonable Accommodation**

7.41.1 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, MIE recognises that consideration may need to be given to providing alternative non-standard teaching, learning, and assessment methods, while maintaining academic standards. These are referred to as ‘non-standard Reasonable Accommodations’.

- 7.41.2 The [Disability Service](#) will explore appropriate non-standard Reasonable Accommodations with the individual student, the Course Leader and the Institute to ensure they are not placed at a substantial disadvantage in comparison to their peers.
- 7.41.3 A recommendation by the [Disability Service](#) to grant alternative non-standard teaching, learning, and assessment will be discussed with the relevant Course Leader.
- 7.41.4 If non-standard Reasonable Accommodations are approved by the Institute this shall then be forwarded by the [Disability Service](#) to the Registrar for consideration and/or approval.
- 7.41.5 If the Institute is unable to implement the recommended non-standard Reasonable Accommodation, the Institute may propose an alternative Reasonable Accommodation. This recommendation shall then be forwarded by the [Disability Service](#) to the Registrar for consideration and/or approval.
- 7.41.6 If non-standard Reasonable Accommodations are not approved or an alternative is not found at Institute level, the relevant Dean will be asked by the [Registrar's Office/Disability Service](#) to review and determine whether the recommended Reasonable Accommodation, or an alternative, may be implemented.
- 7.41.7 In all cases, the Registrar's decision will be final and binding on all parties. A process and timelines (incorporating MIE's deadlines for each semester) will be agreed by the Registrar and communicated to all stakeholders.
- 7.42 Non-standard Reasonable Accommodation - Examinations
- 7.42.1 Examples of non-standard examination accommodation include, but are not limited to:
- 7.42.2 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:
- i. 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;

- ii. Candidates with conditions which result in early fatigue and impaired concentration may require morning examinations in preference to afternoon or evening examinations;
- iii. 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.

#### 7.43 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.

#### 7.44 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.

#### 7.45 Alternative forms of assessments

7.45.1 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.

7.45.2 Irish legislation allows for this. The law requires MIE to make 'Reasonable Accommodation' 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.

7.45.3 Principles to consider in designing an alternative assessment:

- i. Are current learning outcomes effectively measured using the proposed assessment?

- ii. How are the needs of the student with disabilities met by using the proposed assessment?
- iii. Have the proposals been discussed with the student?
- iv. Can a student's needs be met through the use of an alternative assessment? If not, are the learning outcomes discriminatory?
- v. Will academic standards or professional practices be maintained if the alternative assessment is used?

#### 7.45.4 Examples of alternative methods of assessment

- i. 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%);
- ii. 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.

7.45.5 Non-standard accommodations listed above are examples, and other academic Reasonable Accommodation may arise from time to time based on an individual's disability needs. These will be subject to the approval of the relevant Dean.

#### 7.46 Non-standard Reasonable Accommodation – Teaching & Learning

7.47 Examples of non-standard teaching and learning accommodations include:

##### 7.47.1 Flexible assessment deadlines:

- i. MIE accepts that students may require additional time to complete some aspects of their coursework arising from their disability.
- ii. 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.
- iii. The individual needs of each student are considered alongside specific course requirements, meaning the length of an extension may vary.
- iv. Flexibility of assessment deadlines is normally granted for a limited duration and/ or for specific circumstances.

- v. Repeated or ongoing requests for flexibility shall be reviewed by the relevant Course Leader and will be subject to consideration and approval by the relevant Dean as appropriate.

#### 7.48 Flexibility with course attendance requirements

Attendance at lectures, tutorials, labs and other teaching and learning activities is a requirement for all students as per MIE's [Attendance Monitoring Procedure](#). 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 PLENS report.

#### 7.49 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.

#### 7.50 Process for Querying Reasonable Accommodation

- 7.50.1 It is expected that Reasonable Accommodation to teaching, learning, and assessment recommended by the [Disability Service](#) through the Needs' Assessment process and communicated in the student PLENS report will be put in place.
- 7.50.2 It is recognised also, however, that in some instances there may be difficulty in implementing some Reasonable Accommodation due to course requirements or requirements of professional bodies. In such circumstances, it is vital that concerns are raised and alternative strategies are discussed with the Disability Service to ensure that individual staff and the Institute are compliant with Equality Legislation. This must be done as soon as possible after receiving the non-standard Reasonable Accommodation request or PLENS report, to ensure timely communication with a student and the ability to consider alternatives.

7.50.3 After receiving the PLENS report, it is the responsibility of the Course Leader to ensure that the recommended Reasonable Accommodations are implemented and shared with relevant staff and/ or other departments if necessary. Any concerns about the implementation of a standard Reasonable Accommodation must be raised with Student Access Officer as soon as possible. If, following further discussion, the Course Leader 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 relevant Dean as appropriate.

7.50.4 Requests for review as to whether a recommendation constitutes a 'Reasonable Accommodation' should be made directly to the relevant Dean.

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

7.51 Dealing with [Disability Service](#) dissatisfaction

7.51.1 If students are unhappy with the disability services offered, the following mechanisms are in place to deal with the dissatisfaction:

7.51.2 In the first instance students may discuss the matter with the relevant staff member; if this is not satisfactorily dealt with, the student may contact their Tutor. The next level is to contact the Registrar and finally the student may contact the President whose decision on the matter is final.

## 8 Responsibility

These procedures are implemented by the MIE Access Officer in conjunction with [Trinity Disability Service](#).

## 9 Related Documents

- 9.1 [Consent to Disclose and Share Disability Information](#)
- 9.2 [Disability Privacy Notice](#)
- 9.3 [Permission to Record Form \(Use of Audio Equipment Agreement\)](#)
- 9.4 [Policy on Special Considerations for School Placement](#)
- 9.5 [MIE Data Protection Policy](#)
- 9.6 [Attendance Monitoring Procedure](#)
- 9.7 [Academic Assessment and Academic Progression](#)

9.8 [Employment of People with Disabilities](#)

9.9 [Guidelines on Writing and Marking Examination Papers & Assignments](#)

9.10 [Assessment Handbook](#)

9.11 [MIE Equality Policy](#)

9.12 [Fitness to Study Policy](#)

9.13 [Record Management Policy](#)

9.14 [MIE Records Retention Schedule](#)