

UCD Access & Lifelong Learning



Procedures and Guidelines

Governing the Granting of Reasonable Accommodations to Students with Disabilities in Examinations in UCD

Information for UCD Staff and Students

September 2013

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1. Background and context

This procedures and guidelines document is intended for staff and students of University College Dublin (UCD). Its purpose is to outline the procedures that govern the granting of examination accommodations for students with a disability in timed examinations in UCD.

This document has been developed by Access & Lifelong Learning (ALL), in consultation with UCD Registry – Assessment and is informed by the DAWN “Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities,” November 2012¹. The advice of the UCD Widening Participation Committee² was also sought and feedback has been incorporated. The procedures and guidelines are informed by national and international good practice and are subject to regular review.

UCD is committed to ensuring, as far as possible and within the framework of current legislative requirements, that students with disabilities³ have equality of access to and participation in all examinations and assessment procedures. This includes end-of-semester examinations and any other examinations that contribute to module or course results. Students with disabilities will be enabled to demonstrate their knowledge and competency on an equal footing with their peers.

Reasonable accommodations are defined as those actions that enable students to demonstrate their true knowledge and ability in examinations without changing the demands of the examination. The intention behind the provision of such accommodations is to alleviate a substantial disadvantage without affecting the integrity of the assessment. The granting of reasonable accommodations is not intended to put the integrity or status of the examination or in-class assessment at risk, and is designed to ensure fairness to all students (full- and part-time). This document is applicable only to those students with a permanent or long-term disability.

2. Roles and Responsibilities

¹ The Disability Advisors Working Network (DAWN). DAWN represents the staff of all Universities, a number of Institutes of Technology, NCAD and NCI, with responsibility for the provision of support to students with disabilities. Through this collaboration DAWN hopes to achieve consistency in the standard and delivery of reasonable accommodations in examinations and assessments across the Higher Education sector. The purpose is to support Higher Education Institutions (HEI) in developing policies and procedures that ensure students with disabilities are treated fairly and equitably in the examination process, thereby allowing them to compete on an equal footing with their peers and to demonstrate their true knowledge and competency.

² WP Committee is chaired by Professor Brian Nolan, College Principal, Human Sciences, and reports to the University Management Team (UMT), and to the Academic Council. Membership is drawn from all academic and administrative units, and the Student Union.

³ Definition of disability as per the Equal Status Acts 2000-2011

Responsibility for ensuring equality of access in examinations and assessments lies with the University. Responsibility for determining the allocation of reasonable accommodations rests with Access & Lifelong Learning, through a Needs Assessments process that is carried out in consultation with each student.

The co-ordination of the processes associated with the provision of reasonable accommodations is undertaken by Access & Lifelong Learning, in collaboration with Assessment (UCD Registry), Academic Schools and Programme Offices and the student. The particular responsibilities are as follows:

- a) Students are responsible for registering for disability support with Access & Lifelong Learning.
- b) Access & Lifelong learning is responsible for completing a Needs Assessment with the student and ensuring the details of the reasonable accommodations agreed are entered into the Students Banner record.
- c) Assessment (UCD Registry) is responsible for coordinating reasonable accommodations for end-of-semester examinations.
- d) UCD Schools are responsible for coordinating reasonable accommodations for in-class assessments.

3. Procedures Governing the Allocation of Reasonable Accommodations in Examinations

- a) Students with disabilities shall register with UCD Access & Lifelong Learning and complete a Needs Assessment. This will determine the level of support required in university, including reasonable accommodations for examinations.
- b) The need for a particular accommodation is determined through the Needs Assessment process, taking account of the student's individual needs and the impact of the disability in an examination setting. Reasonable accommodations are intended to support students to become more independent in their learning.
- c) Students with disabilities who have received reasonable accommodations in Irish state examinations, other institutions and/or jurisdictions will only be granted reasonable accommodations on the completion of a Needs Assessment with UCD Access & Lifelong Learning. Reasonable accommodations should not be provided without prior consultation with UCD Access & Lifelong Learning.
- d) Reasonable accommodations may be reviewed with each student annually by Access & Lifelong Learning. Students who fail to use a reasonable accommodation that has been granted will have

that accommodation reviewed.

- e) Students with disabilities should follow the UCD Student Complaints policy to appeal a specific examination accommodation that has not been granted.
- f) Students with disabilities shall provide appropriate supporting documentation from an accepted Medical Consultant or Specialist (see Appendix 2).
- g) It is the student's responsibility to inform UCD Access & Lifelong Learning of any changes to his/her disability which may require new or revised accommodations. Changes to examination accommodations are only approved following an updated Needs Assessment with Access & Lifelong Learning.
- h) Assistive Technology⁴ is the preferred accommodation for examinations unless the student is unable to use the recommended technology due to the nature of his/ her disability.
- i) Students with disabilities who require specialist examination supports such as assistive technology or a reader/ scribe shall attend training in the use of such accommodations. It is the student's responsibility to be proficient in the use of technology for examinations.
- j) It is the responsibility of Assessment (UCD Registry) to ensure that all announcements or amendments by lecturers are conveyed to all students with disabilities sitting examinations in separate examination venues for end-of-semester examinations.

On completion of the Needs Assessment students with disabilities will be notified by Access & Lifelong Learning of the supports that will be provided in UCD, including reasonable accommodations that have been granted for examinations. The provision of reasonable accommodations in examinations will also be made known to the relevant academic, administrative and examination staff by Access & Lifelong Learning.

Such information is included in Infohub Class List reports, which are available to all Module Coordinators. Note: Infohub Class List reports have replaced the DSS001 Infoview report. Module Coordinators are advised to check Infohub regularly, as this information is frequently updated, as a student may choose to request reasonable accommodations at any time during their course of study.

⁴ Assistive Technology is an umbrella terms that includes assistive, adaptive and rehabilitative devices for people with disabilities.

The examination scripts of students with disabilities, are where possible, marked anonymously, unless they request otherwise. Use of alternative examination arrangements or the '*Refer to marking guidelines*' label may affect the anonymity of the student.

4. Reasonable Accommodations Available in UCD

This section names and describes each reasonable accommodation provided by UCD.

4.1 Alternative Exam Location / Sit in a Separate Room

Students with disabilities receiving reasonable accommodations normally sit their examinations in a different venue to their peer group. These venues are normally shared with other students. Only in exceptional circumstances will a student with a disability sit an examination in a room on their own.

4.2 Extra Time

Students whose examination performance is significantly impacted by a disability may require extra time in examinations. Extra time may also be used by students who require a rest break or a break for medication during examinations. Guidelines for determining reasonable accommodations for students with a disability who have a reading, writing or spelling difficulty are listed in Appendix 3. Extra time is set at 10 minutes per hour. In exceptional circumstances this extra time may be extended by Access & Lifelong Learning.

4.3 Refer to Marking Guidelines Label

Students, due to the nature of their disability, may have a particular difficulty with spelling, grammar and written expression. These students are provided with a '*Refer to marking guidelines*' label, which is attached to their script for the purpose of informing the examiner of these particular difficulties and providing a framework for the marking of their scripts. Marking Guidelines apply to timed examinations only. Where a core component of assessment is that of competence in spelling, grammar and written expression, it is not possible to disregard these elements (for example, languages, journalism).

4.4 Provision of a Computer

Students whose ability to write is significantly impaired may require a computer during examinations. This is determined through the Needs Assessment. A basic word processing package (WordPad) will be available on computers used in examinations.

4.5 Amanuensis (Scribe)

Scribes may only be granted for students who cannot handwrite or use a computer due to the nature of their disability. Where a core component of assessment is that of competence in spelling, grammar and written expression, it is not possible to disregard these elements (for example, languages, journalism). In other subjects, testing written communication skills, including English or Irish, a scribe will be allowed, but the student will be assessed only on those aspects of written communication which he or she can demonstrate independently, such as the use of language and effective grammatical presentation. Additional time of ten minutes per hour and a separate venue will be provided when using a scribe.

4.6 PC with Voice Recognition Software

A student who is eligible for a computer or a scribe may use approved (by the AT Officer) voice recognition software. The use of a computer with voice recognition software requires a separate examination venue and invigilator.

4.7 Reader

Students whose ability to read is significantly impacted by a disability may require a reader in examinations. Most students will be accommodated together in the same venue with a shared reader. An individual reader will only be provided in exceptional circumstances.

In most cases students will use Assistive Technology (for example, text to speech software) to read the examination paper. Where the student is using Assistive Technology, an electronic paper will be required. UCD is currently reviewing the provision of electronic readers.

4.8 Sign Language Interpreters

This accommodation will normally be granted when the learning outcomes of the module can be assessed without the use of a written examination paper. A sign language interpreter translates oral based language, text and speech, into Irish Sign Language (ISL) so that a deaf person can understand what is being communicated. Where a student's first language is ISL, an Interpreter may, if requested, be made available to translate the examination paper into ISL. An Interpreter may also be made available to facilitate a student whose first language is ISL answering the examination questions in ISL. Where learning outcomes cannot be assessed by any other mode, the presentation of examinations in ISL recorded on videotape may be permitted.

4.9 Furniture in Examination Venues

Students with disabilities may require alternative furniture (i.e. chair support, writing board, footstool etc.) in examination venues.

4.10 Personal Assistants

Students who have a Personal Assistant (PA) may require that their PA also is in attendance at the examination venue.

4.11 Examination Papers in Alternative Formats (Brailled Paper/ Enlarged Paper/ Exam Paper on Disk/ Blue Background)

- Students who are visually impaired may require examination papers in enlarged print.
- Students who are visually impaired may require graphs, diagrams, maps or other visual elements of the examination paper presented in a tactile format.
- Students who are blind or vision impaired and fluent Braille readers may require a Braille version of the examination paper.
- Students who have difficulty reading the examination paper may require the paper to be printed on a different coloured background or use coloured overlays.

4.12 Flexible Examination Arrangements

Flexible examination arrangements refer to any alteration in the standard form of assessment in order to accommodate a student's disability. These might include:

- Provision of an oral examination instead of a written test.
- Some flexibility around the scheduling of examinations, such as, allowing more time between examinations for a student with a physical disability who experiences fatigue.
- Presentation of examinations in ISL

It should be noted that flexible examination arrangements are granted in exceptional circumstances only.

4.13 Awareness in Examinations

- **Wheelchair Access flag** alerts the examination centre that a wheelchair accessible room is required.
- **Epilepsy Awareness flag** makes the examination centre aware that the candidate has epilepsy.

From September 2013 the following accommodations will no longer be applicable. However there are a number of current student who have these accommodations, therefore they are included for information purposes only.

- **Writing Awareness flag in info hub** is used to alert the examiner that the candidate has poor handwriting and may find it difficult to write quickly or may misuse upper and lower case letters. Students with handwriting difficulties will be encouraged to use a computer for examination purposes. Examiner will be made aware of this support through infohub 'My class lists'.
- **Awareness of psychological difficulties** flag makes the exam centre aware that the candidate has psychological difficulties which may become worse in stressful situations

4.14 Written Instructions

Students who are deaf or hard of hearing may require written instructions in place of those that are normally read out by the Invigilator.

4.15 White Noise Machine

Students who are easily distracted may require the use of white noise machine in the exam venue. The use of a white noise machine requires a separate examination venue and invigilator.

4.16 Close to Bathroom

Students with significant on-going illness may need to sit in an examination venue which is close to a bathroom.

4.17 PC with JAWs

Students who are blind or vision impaired may use a computer with JAWs (screen-reading software) installed for examination purposes.

4.18 PC with Zoom Text

Students who are vision impaired may need to use a computer with Zoom Text (magnification software) installed for examination purposes.

4.19 Digital Dictaphone Recorder

Digital Dictaphone recorders may only be granted for students who cannot handwrite or use a computer due to the nature of their disability. Where a core component of assessment is that of competence in spelling, grammar and written expression, it is not possible to disregard these elements (for example, languages, journalism). In other subjects testing written communication skills, including English or Irish, a scribe will be allowed, but the student will be assessed only on those aspects of written communication which he or she can demonstrate independently, such as the use of language and effective grammatical presentation. Additional time of ten minutes per hour and a separate venue will be provided when using a digital Dictaphone recorder.

4.20 No exam Needs

Students with disabilities who are registered for other supports but do not require reasonable accommodations in examinations.

5. Guidelines for the Provision of Reasonable Accommodations in UCD

This section provides guidelines for the provision of reasonable accommodations in exams.

5.1 Alternative Examination Venue

UCD ensures the following in relation to alternative examination venues:

- Alternative venues are fully accessible to students with disabilities.
- The physical space available is appropriate for the effective provision of the reasonable accommodation, for example:
 - A large table to accommodate enlarged papers, Braille material, and/or technological aids.
 - Adequate floor space for maneuvering wheelchairs, mobility aids, crutches, canes and any other physical aid.
 - Access to power points for equipment and/or assistive technology.
- It is the responsibility of Assessment (UCD Registry) to ensure that all announcements or amendments by lecturers are conveyed to all students with disabilities sitting examinations in separate examination venues.

5.2 Guidelines for Examiners when Marking Scripts from Students with a Disability who have a Reading, Writing or Spelling Difficulty⁵

A student with a disability who has a reading, writing or spelling difficulty can be disadvantaged when assessment takes the form of a written timed examination. Student's written work may contain:

- **Surface errors** in spelling and grammar such as inaccuracies in the use of tense, grammatical agreement, plurals, spelling and punctuation.
- **Structural flaws** including weak sequencing of ideas, paragraphs, and sentences; unclear expression of cause and effect; lack of competence in using abstract language or lack of awareness of writing genre.

⁵ Adapted from *Guidelines for Marking the Work of Students with Specific Learning Difficulties* (University of Central Lancashire)
http://www.uclan.ac.uk/information/services/sds/marketing_guidelines_for_students_with_specific_learning_difficulties.php [accessed 14th June 2012]

The following guidelines should be taken into consideration when marking the examination script of a student with a reading, writing or spelling difficulty:

- a) First, read the script quickly to judge the student's underlying understanding of the topic; then assess their performance against the learning outcomes. If the script contains all the required elements but does not introduce them in a clear logical order, avoid penalising the student for a lack of structure in their writing unless this is a stipulated competency being assessed.
- b) Errors in **spelling** do not mean that the student is confused about the meaning of the word or its function in their writing. Generally, such errors do not lead to ambiguity and should not be penalised when subject knowledge is being assessed.
- c) **Lexical** errors, such as *coarse* for *course*, do not mean that the student is confused about the meaning of the words. This kind of error should not be penalised unless it leads to ambiguity.
- d) **Grammatical** errors, like incorrect tense endings, lack of subject – verb agreement and incorrect word order may not affect the meaning of the sentence. For example: *Some of the features of Socratic dialogues were they seek definitions of abstract ideas, cross examining beliefs to expose contradictions and he used to use questioning to bring the pupil to recognise the truth.* Here the student's meaning is clear, the errors do not lead to ambiguity and the student should not be penalised.
- e) **Punctuation** may not be used as a tool for clarifying meaning. Scripts may contain long sentences that are difficult to follow with indiscriminate punctuation or no punctuation at all. Very short sentences or fragments of sentences might also be produced. For instance: *The study considered three main areas of research. The effect's of frequent drug use the role of the family in the offenders behaviour and the impact of custodial sentence's on reoffending.* In this case the student's meaning is clear, but errors in punctuation can lead to ambiguity which will be reflected in the mark awarded.
- f) Some students may have **restricted vocabulary** and use a far more limited range of words that one would expect. Avoid penalising students who may have an immature style of writing, unless written communication is a specified learning outcome.
- g) Where grammar and spelling are core competencies of a course a student's work must be marked on the basis of accuracy in the language and therefore these marking guidelines will not apply.
- h) In all subjects, if a student's errors make a material difference to the meaning of their work, it will not be possible to classify them as surface errors that do not incur penalty. For instance, if a nursing student writes *hypertension* instead of *hypotension*, this will affect the mark awarded.
- i) In all subjects, if the surface errors or structural flaws make the student's work so ambiguous that it is impossible to decipher the meaning, then this diminishes his/her ability to

demonstrate the module's learning outcomes and this would be reflected in the marks awarded.

5.3 Student's Responsibilities during Examinations

- a) The student must confirm that they are proficient in the use of the technology for examinations. To ensure competence in the use of the assistive technology, a number of training sessions may be required.
- b) Where word processing is required by a student a minimum typing speed of 20 words per minute (wpm) is recommended. Training will be provided and it is the student's responsibility to be proficient in typing for his/ her examination.
- c) During an examination it is the student's responsibility to save and print their own work. If they do not save their work and it is lost, they will not receive any additional time to finish their exam.
- d) Students should not be permitted to bring any computer related equipment of their own (e.g. a memory stick or mouse) into the examination without prior approval and checking. In situations where appropriate facilities cannot be provided or where it is not practical to transfer software/personalised settings (document reading software and screen magnification software) it may be permitted for a student to utilise their own equipment and/or the equipment supplied to them by the HEI.
- e) If students have any difficulties during an examination they must alert the invigilator.

5.4 Invigilator Responsibilities during Examinations

The following guidelines should be taken in to account with regard to computer setup:

- a) Students should be provided with written guidelines on how to use their software under examination conditions and, if necessary, should attend training sessions prior to the examination period.
- b) Students who are using a computer will sit their examinations in a different venue to their peer group. These venues are normally shared with other students.
- c) Technical support should be available for each computer based examination session and at any other necessary stages (e.g. printing).
- d) An examination image should be created which must not give the student access to other applications such as calculators, spreadsheets etc. Students taking examinations in which they are allowed to use a calculator should bring their own approved calculator to the examinations. No access is provided to the internet, intranet or any other means of communication. Different examination images may be created to meet the needs of different cohorts (i.e. visually impaired students, students with specific learning difficulties etc.).
- e) Sufficient work stations should be available in the examination venue including at least one replacement computer (and printers where required). Appropriate contingency plans should be put in place in the event of any computer malfunction and/ or failure during the examination sessions.
- f) The computer should have an adequate power supply (i.e. should be charged and/or plugged in for the duration of the exam). The computer must have been cleared of any previously stored data, as must any portable storage medium used.
- g) A basic word processing package (WordPad) will be available on computers used in examinations.
- h) Where word processing is being used the software package should be set to background-save the student's work.
- i) Where word processing is utilised, students may either save or print their examination answers.

Saving examination answers to USB key: Invigilators responsibility

- A USB key is provided with the exam paper by the HEI.
- Students save their work to the USB key.
- USB key is returned to the Examinations Office at the end of the examination.
- A backup copy must be saved to the examination computer/ laptop.

Printing examination answers: Invigilators Responsibility

Where students are required to print their examination answers ensure that adequate paper and toner are available to meet the demands of the test centre.

5.5 Computer Based Examinations for Students who are Blind/Vision Impaired

- a) The computer must be set-up in line with the general computer set-up guidelines.
- b) For a blind/visually impaired student, document reading software, word processing facilities and/or Braille/Braille-related devices and software may be needed.
- c) For a student with low vision, screen magnification software and word processing facilities may be required. For screen magnification a large computer monitor may also be required.

5.6 Voice Recognition Software

- a) Students who qualify for the use of Voice Recognition Software in an examination must develop a mature voice file with appropriate subject specific vocabulary. They must ensure that are available to transfer the voice file to an exam laptop in advance of the exam. Student can use their own headsets.
- b) Ensure the computer being used meets at least the minimum software requirements as set out in the manufacturer's guidelines.
- c) Ensure the USB headset has been installed and tested with the software prior to the examination.
- d) The examination must be held in a separate venue where the accuracy of the software cannot be impacted by external noise.
- e) The invigilator may be required to scribe if Voice Recognition Software is being used and there are any handwritten requirements, for example: diagrams, formulas or other modeled answers.

5.7 Provision of Scribes in Examinations

The role of a scribe is to record a student's dictated answers in an examination. The following sections elaborate this role and provide specific guidance to academic staff and to those fulfilling the role of scribe:

Guidelines for UCD Assessment

- Both the student and scribe shall have access to training and practice sessions before the examination.
- The scribe shall be an independent person and not known to the student.
- In some instances the scribe may also act as the invigilator for the examination.

- Sometimes a student may require a reader and a scribe. In such instances the same person may act as both.
- A recording of the session is recommended as this will act as a secondary source of information for the examiner if required.
- Scribes should have proficient typing skills if typing a student's dictated answers, and should be capable of writing legibly at appropriate speed if writing a student's dictated answers.
- Scribes should have a good working knowledge of the subject being examined.

Guidelines for Scribes

- The scribe is required to produce an accurate record of the student's answers and to write/type at an appropriate speed.
- The scribe should arrive before the commencement of the examination, allowing sufficient time to establish a rapport with the student, to make seating arrangements and to agree guidelines for:
 - o Presentation
 - o Spelling
 - o Punctuation
 - o New paragraphs etc.
- The scribe should be relaxed. This may help to alleviate any anxieties the student may have in relation to the examination.
- The scribe should advise students as to the duration of the examination, the number of questions to be answered and any additional instructions.
- The starting time and finish time of the examination should be clearly stated by the scribe and/or invigilator.
- If the scribe types the examination script, it may be required that the examination script is submitted in electronic format and that the examination material is recorded on an official computer located in the institution, not on a laptop belonging to the student or scribe.
- If using a computer, the scribe should save work regularly (every 3 to 5 minutes)
- If the student needs a rest or toilet break the scribe/invigilator should accompany them.
- A student may elect to write sections of the paper themselves.
- If the student writes notes, essay plans or illustrations, these should be included with the examination script. For example, the student might draw rough diagrams from which the scribe will draw a final version and both copies will be included with the examination script.

5.8 Provision of Readers in Examinations

The role of a reader in examinations is to read the examination questions only. Most students will be accommodated together in the same venue with a shared reader. In exceptional cases only an individual reader may be required. The following sections elaborate this role and provide specific guidance to academic staff and to those fulfilling the role of reader:

Guidelines for UCD Assessment

- Both the student and reader should have access to training and practice sessions before the examination.
- The reader should be an independent person and not known to the student.
- In the case of a foreign language, scientific, mathematical or technical subject, the reader should ideally have a working knowledge of that subject/language.
- The reader should be able to read accurately and at a reasonable rate.
- In some instances the reader may also act as the invigilator for the examination.
- Sometimes a student may require a reader and a scribe. In such instances the same person may act as both.

Guidelines for Readers

- The reader should not provide content to the student or offer any suggestions.
- The reader should not advise the student on which questions to attempt, when to move on to the next question, or the order in which questions should be attempted.
- Instructions given on the examination paper can only be repeated when the reader is specifically requested to do so by the student.
- The reader should make no other comment or use any intonation which emphasises any part of the examination questions, nor make any interpretation of the examination question(s).
- The reader should not discuss any matter with the student during the examination unless it relates to the re-reading of an examination question (having been requested to do so by the student).

5.9 Guidelines for Staff Working with Vision-Impaired Students

- Readers should read the examination questions as often as requested.
- Readers should provide information regarding time elapsed and time remaining.
- Readers should help a student using tactile maps, diagrams, graphs and tables to extract the information which the print copy would provide to a sighted student.
- Readers should give the spelling of a word on an examination paper if requested.

- Readers should report any communication problems during the examination to the invigilator.

5.10 Procedures for the Provision of Irish Sign Language Interpreters in Examinations

- The interpreter would need to be familiar with the subject being examined.
- The interpreter should arrive before the commencement of the examination, to make seating arrangements and to interpret interactions between invigilators and students. This time should also be used as an opportunity for the student and the interpreter to become familiar with each other's communication styles.
- The interpreter should translate all announcements and information given by the invigilator prior to and during the examination.
- The interpreter should translate all interaction between the examiner and the student, including questions and clarifications. The interpreter should interpret no other speech/sign, nor go beyond the student's or the invigilator's/examiner's communications.
- The student may request that the interpreter translate questions from the written examination paper. If, following translation, there is need for further clarification, the interpreter may attempt to rephrase their interpretation but they must not attempt to introduce additional information over and above that which is specifically mentioned in the question. Any further clarification that is sought should be referred to the examiner and not offered by the interpreter.
- Where a student's first language is ISL an interpreter may, if requested, offer a translation of ISL vocabulary into English; this may include offering the spelling of word in English on the basis of ISL vocabulary.
- The interpreter must not provide additional examples, contextual information nor should he/she attempt to provide guidance to the student in answering a question.
- Where a student is signing his/her assignment or examination this will be video recorded.
- The interpreter may seek clarification, as is normal in interpreted interaction. This should be done in a manner that reduces the impact upon the student's flow.
- If the interpreter is seeking frequent clarification, the matter should be raised with the Invigilator in – charge for end of semester exams and Access & Lifelong Learning at the earliest opportunity, and a suitable replacement for further examinations should be found.

5.11 Provision of Reasonable Accommodations for in-class Assessments

The procedure for the provision of reasonable accommodations in in-class assessments is as follows:

- a) Students should discuss their requirements for in-class assessments with their module coordinator at the earliest opportunity.
- b) Module coordinators should discuss individual requirements with students and provide reasonable accommodations as requested.
- c) Then onus is on the student to notify their module coordinator if they require their reasonable accommodations for in-class assessments. However module coordinators are encouraged to check- in with students.
- d) N.B. Students may not require the use of reasonable accommodations for all in-class assessments and therefore this should be discussed with the student at the earliest opportunity. For example the in-class assessment may already be in a small class setting.
- e) Students with extenuating circumstances (IX grades) should liaise with their module coordinator regarding reasonable accommodations for these exams.
- f) Assessment can assist in advising module coordinators regarding the organisation of student disability supports for mid-semester examinations. On request Assessment will provide:
 - Contact details for the mid-semester invigilation panel who are available in the event that experienced invigilators/amenueensis/readers are required.
 - Information on how to acquire laptops.
 - Advice regarding the organisation of student supports and requirements

Further information is available at accessment@ucd.ie.

6. Appendices

APPENDIX 1: Definition of Disability

The legal definition of disability, which is outlined in the Equal Status Acts (2000-2011), defines disability 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 judgment or which results in disturbed behaviour.”

APPENDIX 2: Documentation Required for Verifying a Disability

DISABILITY	MEDICAL CONSULTANT/SPECIALIST	EVIDENCE OF DISABILITY
Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	Appropriately qualified Psychiatrist or Psychologist or Neurologist or Paediatrician	CAO Evidence of Disability at same level of detail as a medical professional.
Asperger's Syndrome/Autism	Appropriately qualified Psychiatrist or Psychologist or Neurologist or Paediatrician	CAO Evidence of Disability at same level of detail as a medical professional.
Blind/Vision Impaired	Ophthalmologist or Ophthalmic Surgeon	CAO Evidence of Disability at same level of detail as a medical professional.
Deaf/Hearing Impaired	Professionally qualified Audiologist	CAO Evidence of Disability at same level of detail as a medical professional. A Bilateral Audiologist is also required.
Developmental Co-ordination Disorder/Dyspraxia/Dysgraphia	Appropriately qualified Psychologist and an Occupational Therapist or Neurologist	A full psycho-educational assessment by an appropriately qualified Psychologist or Occupational Therapist or Neurologist.
Mental Health Condition	Psychiatrist	CAO Evidence of Disability at same level of detail as a medical professional.

DISABILITY	MEDICAL CONSULTANT/SPECIALIST	EVIDENCE OF DISABILITY
Neurological Conditions	Neurologist/other relevant Consultant	CAO Evidence of Disability at same level of detail as a medical professional.
Neurological Conditions – speech, language and communication disorders and written language difficulties associated with these disorders	Speech and Language Therapist	CAO Evidence of Disability at same level of detail as a medical professional.
Physical Disability	Orthopaedic Consultant or other relevant consultant appropriate to the disability/condition	CAO Evidence of Disability at same level of detail as a medical professional.
Significant Ongoing Illness	Diabetes Type 1: Endocrinologist or	CAO Evidence of Disability at same level of detail as a medical professional.

	Paediatrician Cystic Fibrosis (CF): Consultant respiratory physician or Paediatrician Gastroenterology Conditions: Gastroenterologist Others: Relevant consultant in area of condition or Consultant Registrar/Registrar	same level of detail as professional.
Dyscalculia	Appropriately qualified Psychologist	A full psycho-educational
Dyslexia	Appropriately qualified Psychologist	A full psycho-educational

APPENDIX 3: Guidelines for Granting Reasonable Accommodations to Students with a Disability who have a Reading, Writing or Spelling Difficulty

These guidelines have been informed by the criteria applied by the National Educational Psychological Service (NEPS) in Ireland, and also by the criteria applied by the Joint Council for Qualifications (JCQ) in the UK.

These guidelines are intended to assist HEIs when determining the examination accommodations that may be required by students with a disability who have a reading, writing or spelling difficulty. The need for a particular accommodation is determined through the need assessment process, taking account of the student's individual needs and the impact of the disability in an examination setting.

In a small number of complex cases – where the learning profile of the student falls outside of these guidelines, or there is a co-morbidity of diagnosis, or other mitigating circumstances that are deemed to constitute a significant barrier to performance – appropriate examination accommodations may be awarded based on the expertise, and at the discretion of, the Disability Officer.

1. Students with a disability who demonstrate a lower than average writing speed or reading speed or working memory or processing speed (i.e. at or below a standard score of 89/23rd percentile) may require extra time in examinations.
2. Students with a disability who demonstrate one or more of the following may require a computer in examinations:
 - i. a lower than average writing speed (below 15wpm)
 - ii. a speed of processing at or below a standard score of 85/ 16th percentile
 - iii. a level of legibility that would make the paper unreadable to an examiner
3. Students with disability who have a spelling attainment at or below a standard score of 70/ 2nd percentile may require the use of a scribe.
4. Students with a disability whose reading speed, accuracy or comprehension is at or below a standard score of 85/ 16th percentile may require a reader in examinations.

