

Granting of Reasonable Accommodations in Examinations to Students with Disabilities- Policy, Guidelines and Procedures

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Introduction

The Institute's Academic Council has the responsibility to propose to the governing body regulations to be made by the governing body for the conduct of examinations and for the evaluation of academic progress and to assist in implementing any regulations which may be made by the governing body.

Scope of Policy

The purpose of this policy is to ensure that the Institute treats students with disabilities 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.

The Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities is the outcome of work undertaken by the Disability Advisors Working Network (DAWN) in developing standardised assessment procedures for students with disabilities in Higher Education in Ireland. DAWN represents those staff of all Universities, a number of Institutes of Technology, NCAD and NCI, with responsibility for the provision of support to students with disabilities (see Reference 1). 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.

This document updates the Institute's existing Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Learners with Disabilities that was published in September 2016. (Guidelines taken from DAWN 2008, AHEAD in 2001 and updated in 2012/2013).

Definition of Disability

The legal definition of disability, which is outlined in the Equal Status Acts (2000-2015), 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 judgement or which results in disturbed behaviour."

These 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.

Section 1: Principles for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities

1. GENERAL PRINCIPLES

- 1.1 The Institute is committed to ensuring, as far as possible and within the framework of current legislative requirements, that students with disabilities have equality of access to and participation in all examinations and assessments procedures. This includes end-of-semester examinations and any other examinations that contribute to module or course results.
- 1.2 The Institute is committed to ensuring that students with disabilities will be enabled to demonstrate their knowledge and competency on an equal basis with their peers.
- 1.3 For the purpose of this document 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.
- 1.4 The granting of reasonable accommodations will not put the integrity or status of the examination or assessment at risk, and will ensure fairness to all students.
- 1.5 Reasonable accommodations should support students to become more independent in their learning.
- 1.6 Ultimate responsibility for ensuring equity of access in examinations and assessments lies with the Institute, although a number of administrative units and academic departments may be involved in coordinating reasonable accommodations.

- 1.7 For the purpose of this document the definition of disability is that encompassed by the Equal Status Acts 2000-2015.
- 1.8 This document is applicable only to those students with a permanent or long-term disability, that is, a disability that is likely to last longer than one year.

2. POLICY ON REASONABLE ACCOMMODATIONS IN EXAMINATIONS

2.1 Provision of Reasonable Accommodations in Examinations

- 2.1.1 A Needs Assessment is carried out with all students with disabilities who register with the Disability Service, to determine the level of support required in college, including reasonable accommodations for examinations.
- 2.1.2 This document provides guidelines for determining when reasonable accommodations may be appropriate in examinations. The actual 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.
- 2.1.3 Students with disabilities who received reasonable accommodations in Irish state examinations, other institutions and/ or jurisdictions will only be granted reasonable accommodations on completion of a Needs Assessment with the Institute.
- 2.1.4 Reasonable accommodations should not be provided, removed or refused, without prior consultation with the Disability Office/ Service.
- 2.1.5 Reasonable accommodations may be reviewed with each student annually/as necessary. Students who fail to use a reasonable

accommodation that has been granted will have that accommodation reviewed.

2.2 Availing of Reasonable Accommodations in Examinations

2.2.1 Students with disabilities must register with the Disability Office/Service and complete a Needs Assessment to agree a Learning Agreement to avail of reasonable accommodations in examinations.

2.2.2 Students with disabilities must provide appropriate supporting documentation from an accepted Medical Consultant or Specialist (see Appendix 1).

2.2.3 It is the student's responsibility to inform the Institute of any changes to their disability which may require new or revised accommodations. Changes to examination accommodations are only approved following an updated Needs Assessment with the Disability Office/Service.

2.2.4 The reasonable accommodations that incoming international students receive in the Institute may differ from those accommodations received in the student's home institution. Examination accommodations for incoming international students will be provided in line with the Institute's guidelines.

2.2.5 Assistive technology may be used as an enabling accommodation for examinations unless the student is unable to use the recommended assistive technology due to the nature of their disability.

2.2.6 Students with disabilities who require specialist examination accommodations such as assistive technology or a reader/scribe must ensure that they are proficient in the use of the specialist exam accommodation provided. Students should attend available training in the use of such accommodations if needed.

2.3 Notification of Reasonable Accommodations

- 2.3.1 On completion of the Needs Assessment students with disabilities will be notified of the support that will be provided in college, including reasonable accommodations that have been granted for examinations.
- 2.3.2 The Disability Office will notify the Examinations Office of approved examination accommodations.
- 2.3.3 The Examinations Office, in consultation with the Disability Office, is responsible for coordinating reasonable accommodations in end-of-semester examinations.
- 2.3.4 Academic departments are responsible for coordinating reasonable accommodations in in-class assessments, particularly for credit-bearing assessments.
- 2.3.5 It is the responsibility of the Examinations Office to ensure that all announcements or amendments by lecturers are conveyed to all students with disabilities sitting examinations in separate examination venues.

2.4 Disclosure of Reasonable Accommodations

- 2.4.1 The provision of reasonable accommodations in examinations will be made known to the relevant academic, administrative and examination staff, as per Institute GDPR procedures.
- 2.4.2 Marking Guidelines apply to students with a disability who have a reading, writing or spelling difficulty. The Examinations Office will ensure that marking guidelines are forwarded to the relevant academic staff (see section 3.4).

3. GUIDELINES FOR GRANTING REASONABLE ACCOMMODATIONS IN EXAMINATIONS

3.1 Alternative Venues

Students with disabilities receiving reasonable accommodations may 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 of their own. Please see Procedures for the Provision of Alternative Venues for Examinations (Appendix 4).

3.2 Additional Time Allowance in Examinations

Students whose examination performance is significantly impacted by a disability may require extra time in examinations.

Extra time is set at 10 minutes per hour. In exceptional circumstances and as determined by the Needs Assessment this extra time may be extended.

3.3 Rest Breaks in Examinations

Students who may require a rest break in examinations include students whose ability to complete the examination within the required time is significantly impacted by a medical, sensory, psychological or physical disability.

Please see Procedures for the Provision of Rest Breaks in Examinations (Appendix 5).

3.4 Guidelines for Examiners when Marking Scripts

Marking Guidelines inform the examiner that the student, due to the nature of their disability, has a particular difficulty with spelling, grammar and written expression, and provide a framework for marking the scripts of such students. Marking Guidelines apply to timed examinations only.

If 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).

Please see Guidelines for Examiners when Marking Scripts from Students with a Disability who have a Reading, Writing or Spelling Difficulty (Appendix 2).

3.5 Use of a Computer in Examinations

Students whose ability to write is significantly impacted by a disability may require a computer in examinations.

Please see Procedures for Computer Based Examinations (Appendix 6).

3.6 Use of a Scribe in Examinations

Scribes may only be granted for students who cannot handwrite or use a computer due to the nature of their disability.

Additional time of ten minutes per hour and a separate venue will be provided when using a scribe.

Please see Procedures for the Provision of Scribes in Examinations (Appendix 7).

3.7 Use of a Reader in Examinations

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. In exceptional cases only an individual reader may be required.

Please see Procedures for the Provision of Readers in Examinations (Appendix 8).

3.8 Furniture in Examination Venues

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

3.9 Personal Assistants in Examinations

Students who have a Personal Assistant may require the Personal Assistant to be in attendance at the examination venue. The invigilator will be informed that the role of the Personal Assistant is to assist in the student's personal assistance needs only, and that the PA has no role in the examination process.

- 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 coloured overlays.

4. Miscellaneous Exam Accommodations:

Additional individual exam accommodations may be required for individual students as per the outcome of the needs assessment. These may include:

4.1 Examination Papers in Alternative Formats

Students who are visually impaired may require examination papers in enlarged print.

Students who have a visual impairment may require graphs, diagrams, maps or other visual elements of the examination paper presented in a tactile format.

4.2 Food and Drink in the Examination Venue

Students with a medical condition, e.g. diabetes, may require permission to take food and/or drinks into the examination venue (see Appendix 9).

4.3 Awareness Accommodations

Students may find it helpful for invigilation staff to be made aware of the nature of their disability or medical condition, e.g. diabetes awareness, epilepsy awareness or mental health awareness. This can be communicated by the Examinations Office to the invigilator.

4.4 Use of Electronic Monitoring Devices in Examinations

Students with medical conditions may require permission to bring related electronic devices into the exam venue for health and/or medication monitoring purposes e.g. Students who have Type 1 Diabetes may have an application on their mobile phone to check glucose levels from their insulin pump. In examinations, the student will be recommended to have a smaller shared venue and extra time. (see Appendix 10)

5. Guidelines for the Application of Reasonable Accommodations in Remote Examinations

In May 2020, due to the Covid-19 pandemic, the Institute had to adapt their Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Learners with Disabilities for remote assessments. This document formalises/adjusts those adaptations.

Subsequently, A sub-committee of DAWN was formed to review exam supports for remote assessments and this document has included recommendations from that group. (see Reference 3 for subgroup membership)

See Appendix 11 for details.

Specific – Extra Time Allocation:

Section Two

Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities

APPENDIX 1: Documentation Required for Verifying a Disability

DISABILITY	MEDICAL CONSULTANT/SPECIALIST	EVIDENCE OF DISABILITY REQUIRED
Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	Appropriately qualified Psychiatrist or Psychologist or Neurologist or Paediatrician	CAO Evidence of Disability Form or a report with the same level of detail completed by the appropriate professional. Report must be less than 3 years old.
Autistic Spectrum Disorder (ASD): including Asperger's Syndrome	Appropriately qualified Psychiatrist or Psychologist or Neurologist or Paediatrician	CAO Evidence of Disability Form or a report with the same level of detail completed by the appropriate professional.
Blind/Vision Impaired	Ophthalmologist or Ophthalmic Surgeon	CAO Evidence of Disability Form or a report with the same level of detail completed by the appropriate professional. Reports from High Street Retailers are not accepted
Deaf/Hearing Impaired	(a) Applicants who have an audiogram: Diagnostic / Clinical Audiologist Registered with the Irish Academy of Audiologists (IAA) or HSE Audiologist. (b)	CAO Evidence of Disability Form or a report with the same level of detail

	School for the Deaf Principal.(c) ENT Consultant or Cochlear Implant Programme Coordinator	completed by (a) Audiogram, (b) Letter of attendance from Principal of School for the Deaf (c) Existing Report confirming Cochlear Implant. Reports from High Street Retailers are not accepted.
Developmental Co-ordination Disorder/Dyspraxia	Appropriately qualified Occupational Therapist or Neurologist or Physiotherapist or Paediatrician	A full psycho-educational assessment from an appropriately Psychologist and a report that assesses motor skills and functioning from an Occupational Therapist or Neurologist.
Mental Health Condition	Psychiatrist or Specialist Registrar.	CAO Evidence of Disability Form or a report with the same level of detail completed by the appropriate professional. Must be less than 3 years old, condition must be ongoing.
Neurological Conditions including Brain Injury, Epilepsy, Speech and Language and Communication Disorders	Neurologist/other relevant Consultant/Speech and Language Therapist	CAO Evidence of Disability Form or a report with the same level of detail completed by the appropriate professional.
Physical Disability	Orthopaedic Consultant or other relevant consultant appropriate to the disability/condition	CAO Evidence of Disability Form or a report with the same level of detail completed by the appropriate professional.
Significant On-going Illness	Diabetes Type 1: Endocrinologist or Paediatrician Cystic Fibrosis (CF): Consultant respiratory physician or Paediatrician Gastroenterology Conditions: Gastroenterologist Others: Relevant consultant in area of condition or Consultant Registrar/Registrar	CAO Evidence of Disability Form or a report with the same level of detail completed by the appropriate professional.
Specific Learning Difficulty: Dyslexia / Dyscalculia	Appropriately qualified Psychologist	A full psycho-educational assessment. Attainment scores must be no older than 2 years old.

Appendix 2: Guidelines for Examiners when Marking Scripts from Students with a Disability who have a Reading, Writing or Spelling Difficulty¹

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:

1. **Surface errors** in spelling and grammar such as inaccuracies in the use of tense, grammatical agreement, plurals, spelling and punctuation.
2. **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.

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

1. 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.
2. Errors in **spelling** do not necessarily 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.
3. **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.
4. **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.

¹ Adapted from Guidelines for Marking the Work of Students with Specific Learning Difficulties (University of Central Lancashire) [web link for marking guidelines for students with specific learning difficulties](#) [accessed 14th June 2012]

5. **Students with difficulties in reading, writing and spelling might not always use punctuation as a tool to clarify 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.
6. 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.
7. 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.
8. 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.
9. 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.

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.

Appendix 4: Procedures for the Provision of Alternative Venues for Examinations

The Institute will ensure the following in relation to alternative examination venues:

- Alternative venues should be fully accessible to students with disabilities.
- The physical space available will be 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 manoeuvring 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 the Examinations Office to ensure that all announcements or amendments by lecturers are conveyed to all students with disabilities sitting examinations in separate examination venues.

Appendix 5: Procedures for the Provision of Rest Breaks in Examinations

The Institute will ensure the following in relation to rest breaks:

- Rest breaks will be considered as pauses in the exam and the exam time will be stopped when a student takes a rest break. Students will normally have 10 minutes per hour.
- Students should tell the invigilator when they wish to have a rest break. They may take as much or as little out of their allocation as they wish at any one time.
- Students can choose to stay in the room for their rest break, or may leave the room if supervised by a member of staff. This can include going to the bathroom, taking a drink or snack if recommended, or moving around to relieve physical discomfort.
- Students may not talk about or work on the examination during their rest break. The student's examination papers should also be turned over (not accessible) during rest breaks.

Appendix 6: Procedures for Computer Based Examinations

Student's Responsibilities during Examinations

1. The student must confirm that they are proficient in the use of the technology for examinations, and have adequate typing speeds.
2. 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.
3. 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.
4. If students have any difficulties during an examination they must alert the invigilator.

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

1. 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.
2. Technical support should be available for each computer based examination session and at any other necessary stages (e.g. printing).
3. 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.
4. 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.
5. Where word processing is utilised students may either save or print their examination answers.

Saving examination answers to USB key:

- A USB key is provided with the exam paper by the Examinations Office.
- Students save their work to the USB key.

- USB key is returned to the Examinations Office by the invigilator at the end of the examination.
- A backup copy must be saved to the examination computer/ laptop.

Printing examination answers:

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

Appendix 7: Procedures for the Provision of Scribes in Examinations

The role of a scribe is to record a student's dictated answers in an examination.

Procedures for the Institute

- The scribe should be an independent person and not known to the student.
- In most 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.
- 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.

Procedures 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:
 - Presentation
 - Spelling
 - Punctuation
 - 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 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 include both copies with the examination script.

Appendix 8: Procedures for the 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.

Procedures for the Institute

- 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. Alternatively, the lecturer may provide a recorded version of the paper.
- The reader should be able to read accurately and at a reasonable rate.
- In most 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.

Procedures 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).

Working with Vision-Impaired Students in Examinations

- 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.

Appendix 9: Guidelines for Students with Disabilities with permission to bring food and beverages into examinations

Students who have been granted permission to bring items of food and/or beverages into examination halls on disability-related grounds are obliged to show due consideration to other students with whom the examination centre is shared.

Students are therefore required to select items which are odourless and quiet to access and consume.

Students are advised to remove food items from any noisy packaging in advance of the examination and place them in a lunch box or similar container.

Students will not be permitted to bring items into the examination centre which will cause undue noise, distraction or disruption e.g. crisps, crackers.

The Institute will have the final decision on the day.

Appendix 10: Guidelines for the use of Apps in Examinations

Students who have Type 1 Diabetes may have an application on their mobile phone to check glucose level from their insulin pump. In examinations, the student will be recommended to have a smaller shared venue. The follow process should apply:

1. The student notifies the invigilator of the requirement to have their mobile phone accessible to them during the exam in order for them to monitor their insulin levels.
2. The student will put their mobile phone to silent and flight mode. They will then hand their mobile phone to the Senior Invigilator who stores it in a secure location.
3. If and when the student needs to check their glucose levels via the mobile phone app, they will raise their hand and the invigilator will accompany the student to the hall outside the exam room where they can access the monitored results.
4. The invigilator will get the mobile for the student and will witness the student checking the mobile phone app.
5. When the student has finished engaging with the mobile phone app, they will give the mobile phone back to the invigilator who will place it in a secure location.
6. The student re-enters the room to continue with the examination.
7. The time taken to check their mobile phone app will be added on to the end of examination.

Appendix 11: Guidelines for the Application of Reasonable Accommodations in Remote Examinations

The table below details the type of assessment and the extra time application. Students whose examination performance is significantly impacted by a disability may require extra time in examinations. Extra time is normally set at 10 minutes per hour. In exceptional circumstances this extra time may be extended (DAWN & AHEAD 2013)

Type of Assessment	Action to Implement Extra Time
Written Assignment /Continuous Assessment	No extra time is applied. The usual procedure for extension to deadlines applies.
Take Home Exam (not Synchronised but submitted within a specific deadline)	No extra time is applied, but of course a student may spend extra time on the task itself within this period, example would be take home exams of 24 hours or more.
Synchronised Timed Exam	<p>Extra Time: Add the students allowed extra time (normally 10 minutes per hour) to the exam, this would be applied to exams of 1 – 5 hours or similar.</p> <p>Rest Breaks: The student may require both Extra Time and Rest Breaks, so both may need to be considered. Student to contact Lecturer/Disability Officer to agree times in advance.</p>
Online Quiz / MCQ	Add students' extra time to the exam, this can be included in the VLE being used.

Generally:

The Institute acknowledges that extra time for students with disabilities must be additional to the time added for all other students in synchronised timed exams.

Students should be provided with the opportunity for a practice run/trial of each alternative exam mode, to ensure student familiarity and to troubleshoot any difficulties met.

Students will be reminded that it is their responsibility to provide feedback to their Lecturer/Department/Disability Officer as appropriate if and where difficulties arise.

It is at the discretion of the Lecturer/Department as to how the extra time will be added and reasonable accommodations will be provided. E.G. it may be possible to add the time to the VLE or deadlines may be extended.

For Take-Home/Open-Book timed exams, students should be given a suggested time-frame or word count to improve clarity for all students.

In certain circumstances due to the remote environment additional accommodations may be required as identified on a case by case basis.

Other Reasonable Accommodations (RAs):

Students registered with the Disability Service may have been approved for a range of Additional RAs

Reasonable Accommodation	Implementation for Remote written assignment/take home exams/timed exams/VLE Quiz/MCQ
Use of a Computer	Students whose ability to write is significantly impacted by a disability may require a computer to type in examinations. Students should use their own computer.
Reader	Students should use screen reading software on their own computer or use the read-aloud accessibility features in Office 365. Students whose materials cannot be read by software (e.g. mathematical notation etc.) and students who need additional help should contact Disability Service who will consider how best to implement this in consultation with the lecturer. It may not be possible to provide a Reader remotely.
Enlarged Papers	Students should use magnification features as required.
Scribe	As assessments will be delivered and submitted in electronic format, scribes may now not be required, however in some cases additional time should be recommended as necessary. Students who are unable to use keyboards/handwrite their assessments/exams should contact the Disability Service for further assistance. It may not be possible to provide a scribe remotely.
Smaller Shared Venue	This does not apply in the Remote setting, there is online information on setting up a low distraction venue on the Institute's website
Marking Guidelines	Marking Guidelines for Examiners should be applied as usual when correcting scripts from students with a Specific Learning Difficulty (Dyslexia) or students who are Deaf or Hard of Hearing in Timed Examinations only.

References

Reference 1: Member Institutions of DAWN

Higher Education Institutions in DAWN include:

- Athlone Institute of Technology
- Carlow College
- Cork Institute of Technology
- Dublin City University
- Dublin Business School
- Dundalk Institute of Technology
- Dun Laoghaire Institute of Art Design & Technology
- Griffith College Dublin
- Institute of Technology Carlow
- Institute of Technology Tralee
- Law Society of Ireland
- Letterkenny Institute of Technology
- Limerick Institute of Technology
- Mary Immaculate College Limerick
- Maynooth University
- National College of Art & Design
- National College of Ireland
- National University of Ireland Galway
- Queens University Belfast
- Shannon College of Catering – NUI Galway
- St Angela's College Sligo - NUI Galway
- Technological University of Dublin
- Trinity College Dublin
- University College Cork
- University College Dublin
- University of Limerick
- Waterford Institute of Technology

Reference 2: Membership of the Examinations Working Group

- Ms Rose Ryan, Acting Director of Access, National University of Ireland Maynooth (Chair)
- Ms Siobhan Colclough, Disability Advisor, University College Cork
- Ms Alison Doyle, Disability Officer, Trinity College Dublin
- Ms Andrea Feeney, Director of Operations & IT, State Examinations Commission
- Mr Alan Gregory, Senior Psychologist, National Educational Psychological Service
- Ms Ruth Murphy, Disability Administrator, Cork Institute of Technology
- Ms Anne O'Connor, Head of Disability and Learning Support Service, Dublin City University
- Ms Aisling Palmer, Disability Officer, National University of Ireland Galway
- Ms Fiona Sweeney, Manager Access Centre, University College Dublin
- Mr Kieran Sweeney, Educational Psychologist
- Mr Declan Treanor, Director of Disability Service, Trinity College Dublin
- Ms Rita Wall, Educational Psychologist, Psychological Society of Ireland
- Specific Learning Difficulties subgroup (Aisling Palmer, University of Limerick, Siobhan Colclough, University College Cork, and Bernie Langtry, Athlone Institute of Technology) reviewed accommodations for students with specific learning difficulties. Alison Doyle, Trinity College Dublin also advised this group.
- Assistive Technology subgroup (Simon Ahern, National University of Ireland Maynooth, Ann Fogarty, National College of Ireland, Michelle Power, Waterford Institute of Technology, Linda Doran, University College Cork) reviewed Assistive Technology provision and identified best practice.
- Disability accommodations were reviewed by Rose Ryan, National University of Ireland Maynooth, and Anne O Connor, Dublin City University
- Surveys were coordinated by Declan Treanor, Trinity College Dublin and Fiona Sweeney, University College Dublin.

Reference 3: Membership of the Subgroup

- Anne O'Connor, Dublin city University
 - Gerard Gallagher, Maynooth University, Chair
 - Laura Hartrey, Waterford Institute of Technology
 - Linda Doran, University College Cork
 - Karen Mooney, National College of Ireland
 - Ruth Murphy, Cork Institute of Technology
 - Siobhan McGarry, Institute of Technology, Tralee.
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