IN-COURSE CREDIT BEARING ASSESSMENTS

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1. Guidelines for Reweighting Examinations and Course Assessments

1. Identification and Documentation of Needs

Assessment of Needs:

- Work closely with the university's Disability Service to document the specific challenges and needs of disabled students.
- Regular assessments and updates to the student's Learning Agreement should be conducted to ensure accommodations remain relevant and effective.

Engagement with Stakeholders:

- Involve students, academic staff, and disability advisors in discussions to understand the full scope of the student's needs and the potential impact on their academic performance.

2. Developing Reweighted Assessments

Collaborative Planning:

- Establish a collaborative committee including disability services, course members, and, if possible, the students themselves to explore feasible reweighting options.
- This team should consider various assessment formats that could align better with the student's capabilities, such as oral exams, multiple-choice questions, or project-based assessments.

Flexibility in Assessment Types:

- For students who face challenges with traditional exam formats, consider alternative assessments that may include:
    - Take-home exams.
    - Open-book exams.
    - Oral examinations.
    - Practical demonstrations or portfolio submissions.

3. Implementation of Reweighted Assessments

Adjustment of Weightings:

- Adjust the weightings of different assessment components to better accommodate the student's strengths and mitigate the impact of their disability on their performance.
- For instance, if a student struggles with timed exams due to anxiety or physical limitations, increase the weighting of coursework or take-home projects.

Transparency and Consistency:

- Clearly communicate the reweighted components to all students and staff involved. Ensure that these adjustments are consistently applied across similar cases to maintain fairness and equity.

4. Exam and Assessment Scheduling

Flexible Scheduling:

- Allow flexible scheduling to enable students to perform under the best possible conditions. This may include:
    - Scheduling exams with breaks.
    - Allowing exams to be taken during times of day when the student feels they can perform best.

Environment Adjustments:

- Modify exam environments to reduce dependency on assistive technologies or personnel, where feasible. This might include providing adaptive technology in exam halls or quieter rooms for those who are easily distracted.

5. Continuous Monitoring and Feedback

Evaluation of Accommodations:

- Implement a systematic process for evaluating the effectiveness of the reweighted assessments through student feedback, academic performance, and consultations with disability services.
- Adjust accommodations based on feedback to continually improve the support provided to disabled students.

6. Documentation and Reporting

Record Keeping:

- Keep detailed records of all accommodations and adjustments made for auditing and continuous improvement purposes.
- Reports should be reviewed annually to adapt to any changes in student needs or advancements in educational practices.

7. Policy Review and Adaptation

Regular Policy Updates:

- Regularly review and update policies related to NSRA to reflect new research, technological advancements, and feedback from the university community.
- Ensure that these policies are in line with national education regulations and standards for fairness and accessibility.

Conclusion

By adhering to these guidelines, Irish universities can effectively tailor their assessment methods to meet the diverse needs of students with disabilities, ensuring that all students have the opportunity to succeed academically on an equitable basis. This approach not only supports individual academic achievement but also reinforces the institution's commitment to inclusivity and educational equity.

2. Project Outline: Development of an Online Tool for Alternative Assessment Accommodations

Project Title: Alternative Assessment Accommodation Tool (AAAT)

Objective: Develop an online tool that assists disability officers and disabled students at Trinity College Dublin in identifying and implementing reasonable accommodations for in-course assessments as outlined by the DAWN Examination Guidelines.

Duration: 3 months (Summer Internship)

Project Description: The project involves creating a user-friendly, accessible online platform that integrates a decision-making matrix for accommodations based on various types of in-course assessments (e.g., essays, exams, lab reports). The tool will allow users to input specific disabilities and assessment types to receive tailored accommodation suggestions that align with DAWN approved guidelines.

Phases of Development:

1. **Planning and Research:**
   - **Objective:** Gather and analyse requirements from disability officers, students, and the DAWN guidelines to define the tool's specifications.
   - **Activities:**
     - Conduct interviews with stakeholders (disability officers, disabled students, academic staff).
     - Review existing processes and documentation, including the DAWN Examination Guidelines and TCD Exam Guidelines for Disabled Students.
     - Define user roles, permissions, and data flow within the application.

2. **Design:**
   - **Objective:** Create the architectural design and user interface of the AAAT.
   - **Activities:**
     - Develop wireframes and mock-ups for user interface, focusing on accessibility and ease of use.
     - Create a detailed software design document outlining the technology stack (e.g., HTML, CSS, JavaScript, Python/Django), database schema, and integration points.
     - Plan for mobile responsiveness and compliance with WCAG 2.1 accessibility standards.

3. **Development:**
   - **Objective:** Build and test the online tool as per the design specifications.
   - **Activities:**
     - Implement the front-end and back-end components of the tool.
     - Develop a comprehensive database that includes types of disabilities, assessment methods, and corresponding accommodations.
     - Integrate user feedback mechanisms and administrative controls for updating accommodation guidelines.

4. **Testing and Quality Assurance:**
   - **Objective:** Ensure the tool is functional, secure, and user-friendly.
   - **Activities:**
     - Conduct functional testing, usability testing, and accessibility audits.
     - Perform security assessments to ensure data protection and privacy.
     - Iterate based on feedback to improve functionality and user experience.

5. **Deployment and Training:**
   - **Objective:** Launch the tool and provide training to end-users.

- **Activities:**
  - Deploy the tool on a secure university server.
  - Develop user manuals and training materials.
  - Conduct training sessions for disability officers, students, and academic staff.
6. **Evaluation and Maintenance:**
   - **Objective:** Monitor the tool's usage and effectiveness and provide ongoing support and updates.
   - **Activities:**
     - Set up a system for ongoing user feedback and support requests.
     - Regularly update the tool based on changes in guidelines and user feedback.
     - Analyze usage patterns and outcomes to report on the tool's impact.

Deliverables:

- A fully functional online tool for alternative assessment accommodations.
- User manuals and training materials.
- A final report detailing the development process, challenges encountered, solutions implemented, and recommendations for future enhancements.

Expected Outcomes: By the end of the summer internship, the AAAT will be operational, providing a crucial resource for Trinity College Dublin. It will facilitate a smoother, more efficient process for managing and implementing reasonable accommodations, ultimately supporting the academic success of disabled students.

Conclusion

This project offers the summer intern a rich opportunity to contribute to an impactful initiative, applying their technical skills and creativity to solve real-world problems in an educational setting.

3. Learning Outcomes and Competencies Reasonable Accommodation Matrix

1. **Define Learning Outcomes and Competencies for Each Course/Assessment:**
   - Clearly articulate what knowledge, skills, and abilities students are expected to demonstrate upon completion of each course or assessment.
2. **Map Accommodations to Learning Outcomes:**
   - For each type of assessment listed in the matrix, identify how the recommended accommodations support the achievement of specific learning outcomes without compromising the integrity of the assessment.
   - Ensure that accommodations are not just about accessibility but also about enabling students to demonstrate their mastery of course competencies effectively.
3. **Customise Accommodations Based on Competencies:**

- o Recognise that some accommodations may need to be tailored not only to the student's needs but also to the specific competencies being assessed. For example, an alternative assessment format should still evaluate the core competencies of the course.
4. **Faculty/Course Collaboration:**
   - o Engage faculty members in discussions about accommodations and learning outcomes to ensure a deep understanding of how adjustments can be made without lowering academic standards.
   - o Encourage faculty to think creatively about alternative methods of assessing competencies that are inclusive of all students.
5. **Feedback Loop:**
   - o Establish a feedback mechanism with students to ensure that accommodations effectively support their learning and attainment of course competencies.
   - o Use this feedback to refine accommodations and teaching strategies continually.
6. **Documentation and Communication:**
   - o Clearly document how accommodations align with learning outcomes and competencies within course syllabi and accommodation plans.
   - o Communicate with students about how accommodations will support their learning and assessment performance.

Assessment Type	Challenges	Recommended Accommodations	Supporting Learning Outcomes
Essays/Written Assignments	Time management, Organization	Extended deadlines, Use of assistive technology, Alternative formats	Critical thinking, Analytical writing, Research skills
Exams/Tests	Concentration, Anxiety	Extended time, Separate testing location, Use of assistive technology	Subject knowledge, Problem-solving, Application of theory
Quizzes	Processing speed, Attention	Alternative formats, Extended time, Quiet environment	Understanding of key concepts, Immediate recall, Critical analysis
Lab Reports	Physical manipulation, Organization	Assistive technology, Physical accessibility accommodations, Extended time	Scientific methodology, Data analysis, technical writing
Presentations	Social anxiety, Organisation of thoughts	Flexible format options, Practice sessions, Reduced audience size	Oral communication, Persuasive argumentation, Knowledge dissemination
Group Projects	Collaboration, Communication	Clear role definitions, Structured collaboration tools, Alternative meeting formats	Teamwork, Project management, Collaborative problem-solving

Assessment Type	Challenges	Recommended Accommodations	Supporting Learning Outcomes

This enhanced matrix ensures that accommodations are directly tied to enabling students to meet learning outcomes and competencies, thus fostering an inclusive learning environment where all students have the opportunity to succeed.

4. Decision-Making Matrix for Accommodating Disabled and Neurodivergent Students

To help university staff decide on the appropriate accommodations, a decision-making matrix can be developed. This matrix should consider the type of assessment or activity, the specific challenges associated with disabilities, and the recommended accommodations.

Assessment Type	Challenges	Recommended Accommodations
Essays/Written Assignments	Time management, organization	Extended deadlines, use of assistive technology, alternative formats (oral presentations)
Exams/Tests	Concentration, anxiety	Extended time, separate testing location, breaks during exams, use of assistive technology
Quizzes	Processing speed, attention	Alternative formats, extended time, quiet environment
Lab Reports	Physical manipulation, organisation	Assistive technology, physical accessibility accommodations, extended time
Presentations	Social anxiety, organisation of thoughts	Flexible format options (video, written report), practice sessions, reduced audience size
Group Projects	Collaboration, communication	Clear role definitions, structured collaboration tools, alternative meeting formats

This matrix serves as a guideline for university staff when considering accommodations for disabled and neurodivergent students. It's important to maintain flexibility and open communication with students to ensure that accommodations are tailored to their specific needs. Implementing these strategies can make universities more inclusive and supportive of

disabled and neurodivergent students, ultimately contributing to their academic success and well-being.

5. In-Course Assessments Reasonable Accommodation Matrix

In-course assessments in universities are designed to evaluate students' understanding, skills, and progress throughout an academic course, often contributing to the final grade. These assessments vary widely across disciplines and courses, offering diverse methods to measure student learning. Here are some common types of in-course assessments used in universities:

1. **Essays and Written Assignments:** These require students to compose responses to specific prompts, demonstrating their ability to research, analyse, and articulate their thoughts on a subject.
2. **Exams and Tests:** Including both in-class and take-home formats, exams can be cumulative or cover specific sections of the course material, often featuring a mix of question types such as multiple-choice, short answer, and essay questions.
3. **Quizzes:** Shorter than exams, quizzes are usually administered more frequently throughout the semester to assess students' understanding of recent lecture material or readings.
4. **Lab Reports:** In science and engineering courses, students often complete laboratory experiments and write reports detailing their methodology, findings, and the implications of their work.
5. **Presentations:** Both individual and group presentations allow students to develop and showcase their communication skills, as well as their understanding of a topic.
6. **Group Projects:** These assess students' ability to work collaboratively on a project, often culminating in a presentation or a written report that synthesizes their collective research and analysis.
7. **Case Studies:** Particularly common in business and law courses, case studies challenge students to apply theoretical knowledge to real-world scenarios, requiring critical thinking and problem-solving skills.
8. **Portfolios:** Used in many creative disciplines, such as writing, art, and design, portfolios compile students' work over the semester or academic year, showcasing their development and best pieces.
9. **Peer Review:** This involves students evaluating each other's work based on set criteria, fostering critical analysis skills and providing diverse feedback.
10. **Participation and Contribution:** Some courses include marks for participation in class discussions, demonstrating engagement with the material and contributing to the learning environment.
11. **Reflective Journals:** These encourage students to reflect on their learning process, understandings, and personal growth throughout the course.

12. **Practical Assessments:** Especially in disciplines requiring specific practical skills, such as nursing, engineering, and performing arts, practical assessments evaluate students' ability to apply theoretical knowledge in real-world or simulated environments.

Each type of assessment has its strengths and limitations and is chosen based on its suitability to measure specific learning outcomes. Effective courses often employ a mix of these assessment types to provide a comprehensive evaluation of student learning and to cater to diverse learning styles and strengths.

Accommodations for Essays and Assignments

Providing reasonable accommodations for disabled and neurodivergent students in essays and written assignments ensures equitable access to demonstrating their understanding and skills. These accommodations are tailored to individual needs but generally aim to address barriers that might prevent students from fully showcasing their capabilities. Here are some common accommodations for essays and written assignments:

1. **Extended Deadlines:** Allowing additional time to complete assignments can accommodate students who may require more time due to processing, organizational, or health-related challenges.
2. **Use of Assistive Technology:** Permitting the use of software such as speech-to-text, text-to-speech, spell checkers, grammar checkers, and mind mapping tools can assist students with dyslexia, visual impairments, or physical disabilities affecting their ability to write or type.
3. **Alternative Formats:** Accepting assignments in alternative formats, such as oral presentations or video submissions, can accommodate students who express their understanding better verbally than in written form.
4. **Exam Adjustments:** For timed essay exams, providing extra time, a separate room, or the option to use a computer instead of handwriting responses can help students with various disabilities.
5. **Scribe Services:** Offering the assistance of a scribe to physically write or type out the student's responses can benefit students with physical disabilities that impact their writing ability.
6. **Note-taking Support:** Providing note-taking assistance or access to lecture materials in advance can help students with disabilities that affect their ability to take comprehensive notes during lectures, which are essential for completing assignments.
7. **Adjustments to Assignment Length or Complexity:** Modifying the length requirements or simplifying the complexity of the assignment can be reasonable for students whose disabilities affect their ability to produce extensive written material under standard conditions.
8. **Breaks During Examinations:** Allowing breaks during in-class essay exams can help students with anxiety, ADHD, or health issues manage their condition without impacting their performance.
9. **Clarification and Guidance:** Offering more detailed explanations, feedback, or guidance on assignments can support students who have difficulties with understanding complex instructions due to specific learning disabilities.
10. **Access to Resource Materials:** Ensuring that all required readings and resources are available in accessible formats supports students with visual impairments or learning disabilities.

Commented [SC1]: Note made - Increase of need for scribes, students are eager to retain use of scribes and there has been resistance seen to no longer using scribes. More people are requesting scribes for in class assessments. It was suggested that scribes could be offered as back up to people and attenuated as accommodation where needed.

Commented [SC2]: Note made - This year in TCD there were 40 non standard requests where students state that they couldn't do a certain assignment - steps are taken to provide them an alternative assessment type through a form - firstly disability service will look at what they're being assessed on and look at what their learning outcomes are - the student then fills out their rationale as to why they can't do it and so do the disability service - such forms aren't brought forward unless there's a strong rationale behind it - the disability department must justify why student can't do the assessment and it must be TCD to go through non-standard policies to standardise them.

Commented [SC3]: Note made - Clarification and guidance is given to students on an ad hoc basis. Many students with dyslexia make requests for exemplars and lecturers may be very resistant to this. Access to resource material - Spelling and grammar waiver Non timed they can use AT Timed essays for spelling and grammar waiver. Look at grammar waivers in in course assessments.

Implementing these accommodations requires collaboration between students, disability support services, and instructors to ensure that the adjustments effectively address the students' needs without compromising academic standards. Accommodations are highly individualized and should be based on documented needs and an understanding of how the student's disability affects their learning and assessment performance.

Accommodations for Exams and Tests

For exams and tests, which are critical components of the assessment process in educational settings, providing reasonable accommodations for disabled students is essential to ensure equity and access. These accommodations help mitigate the impact of a student's disability on their exam performance, allowing their knowledge and skills to be assessed fairly. Here are several common accommodations for exams and tests:

1. **Extended Time:** Providing additional time to complete exams is one of the most common accommodations, helping students with processing disorders, anxiety, or other disabilities that may slow their work pace.
2. **Separate/Alternative Testing Location:** Offering exams in a distraction-reduced or separate environment can benefit students with ADHD, anxiety disorders, or sensory sensitivities.
3. **Use of Assistive Technology:** Allowing the use of specific technologies, such as screen reading software, speech-to-text applications, or magnification software, supports students with visual impairments, dyslexia, or mobility impairments.
4. **Breaks During Exams:** Permitting scheduled breaks can assist students with medical conditions, anxiety, or concentration issues by allowing them to manage their health and focus better.

   > **Commented [SC4]:** Note - There's no provision for students to take breaks for in class assessments.

5. **Alternative Formats:** Providing exams in different formats (e.g., Braille, large print, digital formats compatible with assistive technologies) accommodates students with visual impairments or learning disabilities.
6. **Scribe or Reader Services:** Offering a scribe to write down answers as dictated or a reader to read exam questions can help students with physical disabilities or those who have reading difficulties.
7. **Exam Content Adjustments:** While not changing the core requirements, clarifying exam questions or instructions can assist students who have difficulties with language processing.

   > **Commented [SC5]:** Note made - More information and better examples for this could facilitate staff to make better adjustments. Recommendations should be built in to accommodate for this.

8. **Alternative Assessment Methods:** In some cases, replacing a standard exam with an alternative form of assessment (e.g., an oral exam, a presentation, or a portfolio) may be a reasonable accommodation for students who demonstrate their knowledge more effectively in other formats.
9. **Use of Memory Aids:** For some students, especially those with memory impairments or specific learning disabilities, the use of formula sheets, glossaries, or other memory aids may be appropriate.

   > **Commented [SC6]:** Note - Can memory aids be used simply as prompts, people can use prompts in many real life working situations.

10. **Flexible Scheduling:** Allowing students to take exams at different times (e.g., at a time of day when their symptoms are less severe) can accommodate health-related disabilities.

    > **Commented [SC7]:** Flexible scheduling: Some students can only function at certain times of the day

These accommodations are determined based on individual needs and typically require documentation of the disability. Coordination with disability services at the educational institution ensures that accommodations are implemented effectively, respecting both the integrity of the assessment and the student's right to an equitable testing environment. It's

important that accommodations are tailored to support the student's specific needs without compromising the academic standards or learning outcomes of the exam.

Accommodations for MCQ Assessments

Accommodations for disabled and neurodivergent students in **Multiple Choice Question (MCQ)** assessments aim to provide equitable testing conditions and ensure that the assessment accurately reflects the students' knowledge and skills, not their disabilities. The accommodations vary based on individual needs but generally include modifications to the exam format, environment, or the provision of assistive technology. Here are some commonly provided accommodations for MCQ assessments:

1. **Extended Time:** Allowing extra time to complete the MCQs can help students who need longer to process information or manage their responses due to their disability.
2. **Alternative Formats:** Providing the MCQs in alternative formats, such as large print, Braille, or digital formats compatible with screen readers, can accommodate visual impairments or learning disabilities.
3. **Use of Assistive Technology:** Permitting the use of assistive technology, like text-to-speech software, screen readers, or speech recognition software, can support students with a variety of disabilities in accessing and responding to MCQs.
4. **Separate Testing Room:** Offering the option to take the test in a separate room can reduce distractions and anxiety for students with ADHD, anxiety disorders, or other conditions that affect concentration.
5. **Adjustment of Question Presentation:** Presenting one question at a time instead of multiple questions on a single page can help reduce overwhelm and focus difficulties for some students.
6. **Provision of a Scribe or Reader:** A scribe can write down the answers as the student dictates them, while a reader can read the questions aloud, assisting students with physical disabilities or reading difficulties.
7. **Breaks During the Exam:** Allowing scheduled breaks can help students with various disabilities manage fatigue, anxiety, or pain.
8. **MCQs Design Modification:** Ensuring that the MCQs are written clearly and unambiguously to avoid disadvantaging students with specific learning disabilities. This may include avoiding double negatives or overly complex language that could confuse students with dyslexia or other learning difficulties.
9. **On-Screen Navigation Aids:** For digital assessments, ensuring that navigation is straightforward and accessible for students using assistive technology, such as keyboard-only navigation for students who cannot use a mouse.
10. **Clarification of Questions:** Allowing students to ask for clarification on questions without giving them the answers can help students who might misinterpret questions due to their disabilities.

When determining the appropriate accommodations, it's essential to work closely with the disabled students and, if applicable, the institution's disability services office. This collaboration ensures that accommodations are tailored to meet each student's specific needs and are implemented effectively.

Commented [SC8]: Negative marking may be contributing to low scores and students failing. Questions raised as to what is the disability issue at hand. it was suggested students may be confused by certain answers which look similar. Students struggle with word processing and can become confused which could impact students with dyslexia or other word processing challenges. If there's no provision for spelling and grammar challenges how can lecturers know which students may become confused by word choice based answers?

Accommodations for Quizzes

Reasonable accommodations for disabled and neurodivergent students in Quizzes are designed to ensure equitable access and opportunity to demonstrate their understanding of the course material. Quizzes, being shorter and more frequent than traditional exams, still require thoughtful accommodations to support diverse needs. Here are some accommodations that can be made for quizzes:

1. **Extended Time:** Allowing extra time for quizzes helps students who need more time to read, process information, or articulate their answers due to disabilities affecting their processing speed, such as dyslexia or ADHD.
2. **Alternative Formats:** Providing quizzes in accessible formats, such as large print, Braille, or digitally accessible documents, can accommodate students with visual impairments or learning disabilities.
3. **Use of Assistive Technology:** Enabling the use of assistive technology tools, like screen readers, speech-to-text software, or text enlargement software, supports students with a range of disabilities, including visual impairments, dyslexia, and mobility issues.
4. **Separate Testing Location:** Offering a quiet, distraction-reduced environment can benefit students with ADHD, anxiety disorders, or sensory sensitivities, helping them to concentrate better.
5. **Flexible Scheduling:** Allowing students to take quizzes at a different time or day can accommodate those with fluctuating conditions or who require specific medical treatments.
6. **Breaks During Quizzes:** Permitting short breaks can help students with medical conditions, anxiety, or concentration issues manage their symptoms and maintain focus.
7. **Scribe or Reader Services:** Providing a scribe to write down answers or a reader to read quiz questions can assist students with physical disabilities, visual impairments, or reading difficulties.
8. **Clarification of Quiz Questions:** Allowing students to ask for clarification on quiz questions without providing the answers can help those with processing difficulties or where language barriers might exist.
9. **Multiple Attempts:** For online quizzes, allowing multiple attempts can reduce test anxiety and accommodate students who may make technical errors or require more than one attempt to adequately demonstrate their knowledge.
10. **Alternative Assessment Methods:** In certain cases, replacing a quiz with another type of assessment that better suits the student's abilities and needs might be a reasonable accommodation.

Implementing these accommodations typically involves collaboration between the student, disability support services, and faculty to ensure that the accommodations are practical and effective, balancing the need to maintain academic standards with the principle of equitable access. The goal is to provide a testing environment that allows all students to demonstrate their understanding of the course material without being disadvantaged by their disabilities.

Accommodations for Lab Reports

Accommodations for lab reports with additional considerations for disabled and neurodivergent students provides a comprehensive approach to support all students,

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Commented [SC9]: Note - what if used for attendance log

Commented [SC10]: Number 6 – should quizzes be so long? Do people need breaks? Difference between quizzes and tests should be made. They look the same but there are different features to them.

Commented [SC11]: Additional notes -
- A lot of grades go towards lab reports, non-attendance will also impact grades. There is a lot of resistance to accommodations from staff. There are deadlines to hand in reports after lab work – deadlines might be the following week. Students can become overwhelmed by large workload and pace of work.
- Large level of reports often needed.
- Some lab reports are done on the day some courses are very resistant to students typing and having laptops in the lab as they may carry bacteria. Alternative laptop might be used.
- Personal Assistants or Lab Partners: Issues with hiring assistants. TCD employ directly through schools and pay them at demonstrator rates. This can be expensive and hours of supports may be needed.

particularly those with disabilities and neurodivergent conditions. Here's a merged list of accommodations:

1. **Extended Time:** Allow additional time for both laboratory work and report writing to accommodate students with processing speed issues, physical disabilities, or other conditions that impact their pace.
2. **Assistive Technology:** Enable the use of software such as speech-to-text, text-to-speech, or specialized data analysis tools to assist students with disabilities in conducting research, analysing data, and writing their reports.
3. **Alternative Formats for Submission:** Accept lab reports in alternative formats, like oral presentations or video demonstrations, to provide equitable opportunities for students who have difficulties with written expression.
4. **Physical Accessibility:** Ensure the laboratory environment is accessible for students with mobility impairments, including adjustable lab benches and accessible equipment.
5. **Personal Assistants or Lab Partners:** Assign a lab partner or assistant to help with the physical aspects of lab work for students with physical disabilities or visual impairments.
6. **Clear, Structured Instructions:** Provide clear, concise, and structured instructions, possibly with visual aids or examples, to help neurodivergent students understand the task requirements.
7. **Predictable Schedules:** Maintain consistent and predictable schedules for lab sessions and deadlines to help neurodivergent students manage anxiety and plan their workload.
8. **Visual Supports and Organizers:** Use visual supports, such as flowcharts, diagrams, or mind maps, to help in planning and structuring lab reports, assisting students in visualizing the steps of the experiment.
9. **Pre-lab Preparations:** Offer pre-lab sessions to go over objectives, procedures, and expectations, providing a clearer understanding of the tasks and reducing anxiety.
10. **Sensory Accommodations:** Provide options to mitigate sensory stimuli in the lab environment for students sensitive to bright lights, noises, or smells.
11. **Flexible Communication:** Offer various modes of communication for asking questions or discussing lab reports to accommodate different communication preferences.
12. **Emphasize Strengths:** Allow students to focus on aspects of the lab work that align with their unique strengths or interests, leveraging the diverse skills of neurodivergent students.
13. **Explicit Teaching of Social Norms:** In group settings, explicitly discuss expected social norms and collaborative skills, particularly for students with social communication difficulties.
14. **Check-ins for Understanding:** Conduct regular, individualized check-ins to ensure students are on track, understand the material, and feel supported.
15. **Feedback Methods:** Provide feedback in a constructive, specific, and sensitive manner, considering the needs of neurodivergent students, and offer options for written or one-on-one feedback discussions.
16. **Scribe Services:** Allow the use of a scribe to transcribe students' findings and analyses into the report format for students with physical disabilities impacting typing or writing.

Commented [SC12]: Note - How do students present the findings in alternative ways? It may be advantageous to blend 3 and 12.

Commented [SC13]: There is often a lack of proper guidance on social norms of labs. Does this guideline appropriately outline what is expected? Some students can become very overwhelmed in labs and experience panic attacks. OT was invited to TCD labs to make labs more accessible to deal with somebody in crisis. Noise can be overwhelming. Looking at calm spaces beside labs to help students. Students feel bullied in groups and excluded from tasks. Students use Whatsapp to communicate.

17. **Flexible Scheduling:** Accommodate students who require medical treatment or have conditions necessitating flexible scheduling of lab sessions to ensure equal access.
18. **Breaks During Lab Work:** Permit scheduled breaks during lab sessions to help students with medical conditions, concentration issues, or fatigue manage their energy.
19. **Modified Lab Assignments:** Modify the scope of lab assignments or offer alternative assignments that achieve the same learning objectives to accomm ii noodate specific needs.

This comprehensive list aims to create an inclusive, accessible laboratory learning environment that accommodates the diverse needs of all students, including those with disabilities and neurodivergent conditions.

Accommodations for Presentations

For **presentations**, creating an inclusive environment that accommodates disabled and neurodivergent students involves adjustments to both the preparation process and the presentation settings. These accommodations help ensure that all students have equitable opportunities to showcase their knowledge and communication skills. Here's a comprehensive list of reasonable accommodations:

1. **Flexible Format Options:** Allow students to choose their presentation format, such as a live presentation, pre-recorded video, or a written report. This flexibility can accommodate a range of disabilities and comfort levels.
2. **Extended Preparation Time:** Provide additional time for preparation to students who may require more time due to processing speed issues, organizational challenges, or who need extra practice due to anxiety or communication differences.
3. **Use of Assistive Technology:** Permit the use of assistive technology during the presentation, such as speech-to-text software for drafting scripts, or text-to-speech software for students who have difficulty with verbal communication.
4. **Alternative Visual Aids:** Support the use of alternative visual aids or the assistance of a peer or aide in managing technical aspects of the presentation for students with physical, visual, or cognitive disabilities.
5. **Clarification and Practice Opportunities:** Offer opportunities for rehearsal and feedback in a supportive setting, which can be particularly beneficial for neurodivergent students who benefit from clear expectations and practice.
6. **Reduced Audience Size:** Allow presentations to be given to a smaller audience or just the instructor, reducing anxiety for students with social anxiety or autism spectrum disorders.
7. **Structured Guidelines and Rubrics:** Provide clear, detailed guidelines and rubrics for presentations, including explicit descriptions of the grading criteria. This can help neurodivergent students understand expectations more clearly.
8. **Choice in Group Members:** For group presentations, allow students some flexibility in choosing group members or the option to work alone if group settings are particularly challenging.
9. **Sensory Accommodations:** For students sensitive to sensory input, ensure the presentation environment is conducive to their needs, such as adjusting lighting, minimizing background noise, or allowing the use of noise-cancelling headphones until their turn.

10. **Scheduled Breaks:** Permit breaks during longer presentations or preparation sessions to help students manage fatigue, anxiety, or concentration issues.
11. **Presentation Time Flexibility:** Allow students to present at the beginning of the session if anticipation exacerbates anxiety or at a specific time that accommodates medical or therapy schedules.
12. **Clear Communication Channels:** Maintain open, ongoing communication with students about their needs and preferences for accommodations, ensuring adjustments are made in a collaborative and supportive manner.
13. **Peer Feedback Considerations:** Structure peer feedback to be constructive and moderated by the instructor to ensure it is delivered in a manner that is supportive and not overwhelming.
14. **Note Cards or Prompts:** Allow the use of note cards, prompts, or a full script during the presentation for students who may struggle with memory or executive functioning issues.
15. **Assessment Adjustments:** Tailor assessment criteria to focus on content and knowledge rather than penalizing for delivery style or nervousness, which can disproportionately affect disabled and neurodivergent students.

Implementing these accommodations involves collaboration between educators, disability services, and the students themselves to ensure that the support provided effectively addresses individual needs and promotes an inclusive learning environment.

Accommodations for Group Projects

For **group projects**, accommodations for disabled and neurodivergent students should aim to ensure equitable participation and collaboration opportunities. These accommodations can help manage the challenges these students might face in group settings and support their contribution to the project's success. Here's a comprehensive list of reasonable accommodations:

1. **Clear Role Definitions:** Establish clear roles and responsibilities within the group, tailored to each member's strengths and needs. This can help manage expectations and reduce anxiety for students who struggle with ambiguity or social interaction.
2. **Flexible Communication Options:** Offer various communication methods (e.g., email, online forums, video conferencing) to accommodate different communication preferences and needs. For example, non-verbal or minimally verbal students might prefer written communication.
3. **Structured Collaboration Tools:** Utilise structured collaboration tools and platforms that allow for organized task assignment and progress tracking. This can benefit students with executive functioning challenges by providing a clear overview of the project's status and their responsibilities.
4. **Alternative Meeting Formats:** Allow for flexible meeting formats, such as virtual meetings, to accommodate students who may have sensory sensitivities, social anxiety, or mobility issues.
5. **Extended Deadlines:** Provide additional time for group projects to accommodate students who need more time for processing, communication, or coordination with group members.

Commented [SC14]: People can become excluded in groups.
Social dynamics can impede work output.
Exclusion can cause people not to gain group skills.
Competition in groups can cause tension.
Weighting of work can be difficult to account for
Students with disabilities are not able to always disclose to peers.
Peer assessment in group work can also cause complexities.
Problem based learning used to designate group roles
Education and Awareness: Educate group members about the importance of inclusivity and the specific accommodations being implemented, fostering a supportive and understanding team environment. Would a priming session be useful to help create more awareness and responsibility in a group? Signposting could help mitigate anxieties for students.

Commented [SC15]: Provide additional time for group projects to accommodate students who need more time for processing, communication, or coordination with group members. Extra time should be given to the group without penalty.

6. **Individual Assessment Options:** Offer the option for students to be assessed individually in addition to or instead of the group assessment if the group setting significantly impacts their ability to contribute.
7. **Guided Peer Interaction:** Provide structured activities or guidelines for peer interaction to support students with social communication difficulties in navigating group dynamics.
8. **Regular Check-ins:** Schedule regular check-ins with the instructor or a designated facilitator to ensure that all group members are participating fully and that accommodations are effectively implemented.
9. **Conflict Resolution Support:** Offer conflict resolution support or mediation to help groups navigate disagreements or communication challenges, ensuring that all voices are heard and respected.
10. **Sensory-Accommodative Workspaces:** Ensure that any physical meetings are held in spaces that accommodate sensory needs, such as quiet rooms with minimal distractions for those with sensory processing sensitivities.
11. **Education and Awareness:** Educate group members about the importance of inclusivity and the specific accommodations being implemented, fostering a supportive and understanding team environment.
12. **Flexible Contribution Formats:** Allow students to contribute to the project in various formats (e.g., video, audio, written text) that best suit their abilities and communication styles.
13. **Use of Assistive Technology:** Support the use of assistive technology by any group member, ensuring compatibility and accessibility in shared documents and communication platforms.
14. **Explicit Instructions and Feedback:** Provide explicit instructions for the project and constructive feedback throughout, helping students understand expectations and areas for improvement.
15. **Choice in Group Selection:** When possible, give students some choice in their group selection, allowing them to work with peers they feel comfortable with, which can alleviate anxiety and facilitate smoother collaboration.

Implementing these accommodations requires proactive planning and communication among educators, disability services, and students. The goal is to create an inclusive environment that acknowledges and respects the diverse needs of all students, enabling them to collaborate effectively and achieve their full potential in group projects.

Accommodations for Case Studies

Case Studies: For disabled and neurodivergent university students engaged in courses that use case studies, reasonable accommodations can be essential to ensure equitable access to learning and the ability to fully participate. The goal is to provide supports that respect the students' unique needs without compromising the integrity of the educational experience. Here are some examples of reasonable accommodations:

1. **Extended Time**: Allowing extra time for reading and completing case studies can help students who need more time to process information.
2. **Accessible Formats**: Providing case studies in accessible formats (e.g., large print, braille, audio) ensures that students with visual impairments or reading disorders can access the material.

Commented [SC17]: Where these assessments are taking place give examples to lecturers of courses these take place and give them details of what will work.

Should some of the accommodations be built into general UDL?

3. **Assistive Technology**: Utilizing technology such as screen readers, speech-to-text, or text-to-speech software can be invaluable for students with a range of disabilities, including mobility, vision, or learning disabilities.
4. **Alternative Assignment Formats**: Some students might benefit from presenting their analysis orally or through a video presentation if they have difficulties with writing.
5. **Note-taking Assistance**: Offering note-taking support or providing lecture notes in advance can help students who struggle with taking notes due to physical, cognitive, or learning disabilities.
6. **Study Groups and Peer Support**: Encouraging or facilitating the formation of study groups can provide additional support and a collaborative approach to understanding and analysing case studies.
7. **Clarification and Guidance**: Offering office hours or extra guidance sessions for students who need clarification on case studies can help those who might need additional explanation to fully understand the scenarios.
8. **Flexible Deadlines**: Being open to adjusting deadlines for students dealing with fluctuating conditions or those who require more time due to their disability.
9. **Distraction-Reduced Environment**: For in-class analysis or presentations, providing an option to work in a quiet, reduced-distraction environment can benefit students with attention-deficit/hyperactivity disorder (ADHD) or autism spectrum disorder (ASD).

It's important to collaborate with each student to identify the accommodations that best meet their individual needs. Universities often have disability services offices that can assist in determining and implementing these accommodations effectively.

Accommodations for Portfolios

For disabled and neurodivergent students working on portfolios in creative disciplines, accommodations should aim to provide equitable opportunities to demonstrate their skills and development. These accommodations can be tailored to each student's needs, ensuring they can effectively compile and showcase their work. Here are some examples of reasonable accommodations for portfolio development:

1. **Extended Deadlines**: Allowing more time to complete and compile portfolio pieces can accommodate various needs, from slower processing speeds to physical disabilities that impact a student's pace of work.
2. **Alternative Submission Formats**: Some students may benefit from submitting their portfolio in a different format that better suits their abilities, such as digital presentations for those with physical disabilities or video/audio descriptions for visually impaired students.
3. **Assistive Technology**: Providing access to or allowing the use of assistive technology, like speech-to-text software for students with dyslexia or motor impairments, can facilitate the portfolio creation process.
4. **Modified Assignments**: Adjusting the portfolio requirements to accommodate the student's needs, such as reducing the number of pieces required for students who need more time to produce work or allowing different types of work that play to the student's strengths.
5. **Physical Accommodations**: Ensuring that all spaces used for creating portfolio pieces are accessible for students with mobility issues, and that any necessary physical accommodations are made in studios and classrooms.

Commented [SC18]: Do we need to build in more accommodations for portfolios
Some students do a portfolio before admissions and then during the year.
Social care have portfolios.
Some assessments are taking place in placements that we don't know about - there is a need to look at placements and assessments.
Unannounced visits can be startling for students. Where do accommodations for visits take place?
Should students be undertaking psychometric assessments before going into a course.

6. **Personalized Feedback and Guidance**: Offering additional feedback sessions or guidance can help students who need more direction to understand the expectations for their portfolio and to receive personalized advice on their work.
7. **Peer Support and Collaboration**: Facilitating peer review sessions or collaborative projects within the portfolio can provide additional support and feedback, helping students refine their work through diverse perspectives.
8. **Flexible Presentation Options**: For students who must present their portfolio, offering flexible presentation options—such as private presentations, video presentations, or alternative formats—can accommodate anxiety, communication challenges, or physical disabilities.
9. **Technical Support**: Providing technical assistance for digital portfolios, including software training or help with digital accessibility, ensures that all students can utilize digital platforms effectively.
10. **Emotional and Mental Health Support**: Recognizing that the process of creating and showcasing personal work can be stressful, providing access to emotional and mental health support is vital.

By implementing these accommodations, educators can help ensure that all students, regardless of disability or neurodivergence, have the opportunity to successfully complete and present their portfolios, reflecting their growth and achievements in their chosen discipline.

Accommodations for Peer Review Exercises

In **peer review** exercises, reasonable accommodations for disabled and neurodivergent university students ensure they can fully participate and benefit from the process. These accommodations address various needs, promoting an inclusive learning environment where all students can engage effectively in evaluating each other's work. Here are some suggested accommodations:

1. **Clear and Accessible Instructions**: Provide instructions in various formats (written, oral, video) to accommodate different learning styles and needs, ensuring all students understand the peer review criteria and process.
2. **Extended Time**: Allow additional time for students who may need longer to process information or articulate their feedback, accommodating those with processing delays, dyslexia, or other learning disabilities.
3. **Use of Assistive Technology**: Enable students to use speech-to-text, text-to-speech software, or other assistive technologies that support their participation in writing or reading reviews.
4. **Structured Feedback Templates**: Offer structured feedback forms or templates to guide students in providing constructive feedback. This can help those who may struggle with organizing their thoughts or with executive functioning challenges.
5. **Choice of Communication Method**: Allow students to choose how they provide feedback (e.g., written, oral, video) to accommodate various needs, such as anxiety disorders or difficulties with written expression.
6. **Training on Giving Feedback**: Provide training or guidelines on how to give constructive and respectful feedback, which can be particularly helpful for students with social communication difficulties, such as those on the autism spectrum.
7. **Moderated Feedback Sessions**: In cases where peer review is conducted in person or in real-time online settings, consider moderating these sessions to ensure a supportive

Commented [SC19]: Given the level of social and educational sophistication people need to give to reviewing others work questions are raised as to how the framework for peer reviewal should look. Should this be accepted for credit bearing courses?

environment, particularly for students who may experience anxiety or have difficulty with social interactions.

8. **Anonymous Feedback Options**: Offering the option to give or receive feedback anonymously can reduce anxiety and stress for some students, making the peer review process feel safer and more comfortable.
9. **Alternative Assignments**: If peer review poses insurmountable challenges for a student, consider alternative assignments that can achieve similar learning outcomes.
10. **Support and Accommodations for Receiving Feedback**: Provide support for students in processing and understanding the feedback they receive, such as one-on-one discussions with the instructor or support from a learning specialist.

Implementing these accommodations requires a flexible approach, tailored to the individual needs of each student. By doing so, educators can create a peer review process that not only fosters critical analysis and diverse perspectives but also respects and accommodates the diverse needs of all students, including those with disabilities and neurodivergence.

Accommodations for Participation and Contribution

In courses where **participation and contribution** are part of the grading criteria, providing reasonable accommodations for disabled and neurodivergent students is crucial to ensure equitable access and opportunities for engagement. These accommodations should recognize and address various barriers to participation, allowing all students to demonstrate their understanding and engagement with the material. Here are some accommodations that could be provided:

1. **Alternative Forms of Participation**: Allow students to participate in ways that suit their needs and abilities, such as written reflections, online discussion posts, or small group discussions, instead of solely relying on verbal participation in large group settings.
2. **Use of Technology**: Enable the use of assistive technology, such as speech-to-text software for students who have difficulty writing or communication devices for those with speech impairments.
3. **Preparation Time**: Give students the option to prepare responses or questions in advance of class discussions, which can benefit those with anxiety, processing delays, or who require more time to articulate their thoughts.
4. **Flexible Attendance Policies**: Consider flexible attendance policies for students whose disabilities may affect their ability to attend class regularly. Offer alternatives such as watching recorded lectures or participating in online forums.
5. **Designated Speaking Turns**: Implement structured discussion formats where students have designated turns or are invited to speak, reducing the pressure and anxiety associated with speaking up in more spontaneous discussion settings.
6. **Clarification and Reiteration**: Allow students to ask for clarification or to have information repeated during discussions to ensure they have fully understood the material, benefiting those with auditory processing disorders or attention deficits.
7. **Note-taking Assistance**: Provide note-taking support or access to lecture notes in advance to help students who have difficulty taking notes due to physical, cognitive, or learning disabilities.
8. **Peer Support**: Encourage or facilitate the formation of study groups or peer partnerships, providing another avenue for participation and learning that can be less intimidating than full class discussions.

Commented [SC20]: Notes - Quite a frequent style of assessing students.
Used for attendance. Lecturers not looking at LENS report.
CORU social care workers must have 80% attendance.
University policy often states that you must attend.
Students shouldn't be asked every time they're missing lectures.
Additional support for students who miss lectures due to medical needs/appointments.
How do students demonstrate knowledge for missed lectures and exams?
Often lecturers utilise attendance as participation.
One lecturer had students write 50 words on a set reading piece to evaluate contribution.

Commented [SC21]: Note - change to attendance, participation and contribution

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9. **Anonymous Participation Options**: In settings where it's feasible, such as online forums or digital polling during class, offer anonymous participation options to reduce anxiety and encourage more open contribution.
10. **Regular Check-ins**: Schedule regular check-ins with students to discuss their participation, any challenges they're facing, and adjustments that might be needed to better accommodate their needs.
11. **Recognition of Non-verbal Participation**: Acknowledge and credit non-verbal forms of engagement, such as attentive listening, note-taking, or non-verbal responses, as valid forms of participation for students who may struggle with verbal communication.

By adopting a flexible and inclusive approach to participation and contribution, educators can create a learning environment where all students have the opportunity to engage with the material and contribute to discussions in a manner that respects their individual needs and abilities.

Accommodations for Reflective journals

For disabled and neurodivergent students, **reflective journals** as a component of coursework require thoughtful accommodations to ensure equitable access and meaningful participation. Accommodations should cater to diverse needs, enabling students to reflect on their learning effectively. Here are several accommodations that could be provided:

1. **Flexible Format Options**: Allow students to choose their preferred format for reflective journals, including typed documents, audio recordings, video logs, or digital storytelling, to accommodate different abilities and preferences.
2. **Assistive Technology**: Support the use of assistive technologies, such as speech-to-text software for students with dyslexia or motor difficulties, and screen readers for visually impaired students, to facilitate the journaling process.
3. **Extended Deadlines**: Offer extended deadlines for journal entries to accommodate students who need additional time due to processing speeds, executive functioning challenges, or other disabilities that impact their ability to complete tasks promptly.
4. **Structured Prompts**: Provide structured prompts or guidelines to help students who may struggle with open-ended tasks. This can be particularly helpful for students with autism spectrum disorder (ASD) or those who find it challenging to initiate or organize their thoughts.
5. **Alternative Reflection Methods**: For students who may find written reflection challenging, consider alternative methods of reflection, such as creating a collage, drawing, or engaging in a one-on-one discussion to articulate their learning and growth.
6. **Clarification and Support**: Offer additional support sessions or materials to clarify expectations and provide guidance on reflective writing, beneficial for students who may need more explicit instruction.
7. **Confidentiality Assurance**: Ensure confidentiality and a safe space for students to share personal reflections, which is crucial for students who might be apprehensive about disclosing personal experiences or perspectives.
8. **Feedback Accommodations**: Provide feedback in accessible formats and consider the student's preferred method of receiving feedback to ensure they can fully understand and benefit from your guidance.

> **Commented [SC22]:** Lecturers underestimate the difficulty of reflective pieces.
> Reflective journals used in a large array of courses - heavily used in clinical placement, education etc.

9. **Peer Support Options**: Facilitate optional peer review or group reflection sessions for students who benefit from discussing their thoughts and experiences with others, ensuring a supportive and inclusive environment.
10. **Emotional Support**: Recognize the emotional aspect of reflection and provide access to emotional support or counselling services for students who may uncover or deal with difficult emotions through the process.

By implementing these accommodations, educators can create an inclusive environment that recognises and respects the diverse needs of disabled and neurodivergent students, allowing them to engage meaningfully in reflective journaling activities.

Accommodations for Practical Assessments

For disabled and neurodivergent students in disciplines that include **practical assessments**, reasonable accommodations are crucial to ensure equitable opportunities to demonstrate their competencies. Accommodations should be tailored to individual needs without compromising the essential outcomes of the assessment. Here are some accommodations that could be provided:

1. **Extended Time**: Allowing extra time for completing practical tasks can accommodate students with various disabilities, including those who process information more slowly or have physical disabilities affecting their speed.
2. **Modified Equipment**: Providing or allowing the use of modified equipment and tools can enable students with physical disabilities to perform practical tasks more effectively.
3. **Alternative Assessment Methods**: Offering alternative ways to demonstrate practical skills, such as oral presentations or written assignments, can accommodate students who face barriers in traditional practical assessments.
4. **Assistive Technology**: Utilizing assistive technologies, like augmented communication devices for students with speech impairments or adaptive software for those with visual impairments, can support students in completing practical assessments.
5. **Physical Environment Adjustments**: Modifying the physical environment to ensure accessibility, such as adjustable workbenches for wheelchair users or quiet, distraction-free spaces for neurodivergent students, can remove barriers to participation.
6. **One-on-One Assistance**: Providing personal assistants or allowing students to have a support person present during assessments can help with navigating the physical space or understanding instructions.
7. **Flexible Scheduling**: Offering assessments at different times or on different days can accommodate students with fluctuating conditions or those who require more time to prepare due to anxiety or other mental health issues.
8. **Clear, Structured Instructions**: Presenting instructions in clear, concise, and multiple formats (written, verbal, visual) can help students with learning disabilities or those who process information in specific ways.
9. **Breaks During Assessment**: Allowing breaks can help students with attention deficits, fatigue, or anxiety manage their energy levels and focus during practical assessments.
10. **Simulations and Practice Sessions**: Providing opportunities for simulations and extra practice sessions before the assessment can help all students, especially those who need more time to master practical skills due to their disabilities.

Commented [SC23]: - Inclusive design can help the whole group - e.g. facilities, bus, accessible bathrooms.
- Poses particular challenges to field work where environments may not be very accessible.
- Lecturers might let students pick where their station is so they have preference of sequence of assessment or viewpoint.
- Real difficulties with lecturers not implementing accommodations for in course assessments.
- Various challenges around facilitating in class exams.
- UCC disability services have to facilitate students' 'own room' exams themselves.
- In Galway last year students had to let lecturers know about their accommodations. Working towards CMS to put LENS reports on. In the meanpoint there is a sharepoint style platform where students reports are shared per module.

In TCD trinity agree per consent and then documents go through SITTS generates the lens report -

Do all colleges have reasonable accommodation policies?

Public sector duty report that universities will have to undertake - EDI unit need to publish clear implementation plan.

Access pillar - need to report on what you're doing.

HEA is becoming stronger in what they're asking for.

Commented [SC24]: 7. Flexible Scheduling: Does this cover whether you go first, last sequence of assessment? Needs to be specified.

11. **Assessment Criteria Adjustments**: While maintaining core competencies, adjusting criteria to focus on the essential skills and knowledge needed can accommodate students' diverse ways of demonstrating proficiency.

Implementing these accommodations requires collaboration between students, educators, and disability services to identify the most effective supports. Tailoring accommodations to individual needs ensures that all students have the opportunity to successfully demonstrate their practical skills and knowledge in their respective disciplines.

6. Project Overview: Development of an Online Tool for Alternative Assessment Accommodations

Objective: The primary goal for our summer interns is to develop an innovative online tool that will assist disability officers and disabled students at Trinity College Dublin in identifying and implementing reasonable accommodations for in-course assessments, according to the DAWN Examination Guidelines and TCD's specific protocols.

Background: Trinity College Dublin, following the DAWN principles, recognizes the need to provide equitable assessment opportunities for students with disabilities. These accommodations are vital to ensure that all students have the ability to demonstrate their true academic abilities without being hindered by their disabilities.

Project Tasks

1. **Research and Analysis:**
   - Interns will begin by conducting a comprehensive review of the DAWN Examination Guidelines, as well as Trinity's own Exam Guidelines for Disabled Students.
   - Analyze the types of in-course assessments used across various disciplines within the university (e.g., essays, lab reports, quizzes, presentations).
   - Identify common accommodations currently in place and areas where improvements can be made.

2. **Tool Design:**
   - Design a user-friendly online interface that can be easily navigated by both disability officers and students.
   - The tool should feature a database of in-course assessment types and corresponding reasonable accommodations that can be tailored to specific disabilities.
   - Include functionality for users to suggest new accommodations, which can be reviewed and added to the database upon approval.

3. **Development:**
   - Using appropriate web development technologies (e.g., HTML, CSS, JavaScript, Python), build the online tool as designed.
   - Ensure the tool is accessible, adhering to WCAG (Web Content Accessibility Guidelines) to accommodate users with various disabilities.

4. **Testing and Feedback:**
   - Conduct thorough testing of the tool to ensure it functions correctly across different platforms and browsers.

  o Implement a feedback mechanism within the tool for users to report issues or suggest improvements, which will be essential for continuous enhancement.

5. **Implementation and Training:**
  o Prepare a detailed guide on how to use the tool, and conduct training sessions for disability officers and relevant university staff.
  o Promote the tool through university channels to ensure it reaches all potential users.

6. **Evaluation and Reporting:**
  o At the end of the internship, interns will evaluate the tool's effectiveness based on user feedback and usage data.
  o Prepare a comprehensive report detailing the development process, user feedback, and recommendations for future enhancements.

Expected Outcomes: By the end of the summer internship, we expect to have a fully functional online tool that:

- Helps streamline the process of applying for and granting reasonable accommodations for assessments.
- Increases transparency and understanding of available accommodations.
- Facilitates better communication between disabled students and disability officers.

Conclusion:

This project will not only provide valuable real-world experience for our interns but also significantly contribute to Trinity College Dublin's commitment to inclusivity and equal access to education for all students. The development of this tool is a step forward in ensuring that our assessment practices reflect our values of diversity and equity.

7. Challenge for Summer Intern Applicants: Development of an Online Tool for Alternative Assessment Accommodations

Introduction

As part of the application process for the DAWN summer intern position at Trinity College Dublin, where you will be tasked with developing an online tool to assist in the implementation of reasonable accommodations for disabled students, we are setting a

preliminary challenge. This challenge is designed to assess your problem-solving skills, creativity, and technical ability, which are crucial for the successful completion of the project.

Challenge Overview

You are required to outline a basic prototype for an online tool that helps disability officers and students navigate and implement reasonable accommodations based on the DAWN Examination Guidelines. This prototype should demonstrate your understanding of the needs of disabled students, your ability to integrate functionality into user-friendly digital solutions, and your innovative approach to software development.

Task Details

1. **Conceptual Design:**
   o Describe the concept of your online tool. What are its core functionalities? How will it improve the process of determining and implementing reasonable accommodations for assessments?
   o Provide a sketch or basic wireframe of the tool's layout. This can be drawn by hand and photographed, or created using software such as Balsamiq, Adobe XD, or Sketch.

2. **User Journey:**
   o Outline a user journey for two personas: a disability officer and a disabled student. How would each persona interact with your tool from start to finish? Include key steps from login to accessing specific accommodations.

3. **Technology Stack:**
   o Suggest a technology stack for developing this tool. What programming languages, frameworks, and databases would you use and why? Consider the requirements for accessibility, scalability, and security.

4. **Accessibility Features:**
   o Explain how you will ensure that the tool is accessible to all users, including those with disabilities. Reference specific WCAG guidelines you will adhere to and describe how these will be implemented in your design.

5. **Innovation and Creativity:**
   o What innovative features can you integrate into the tool to make it standout? Consider the use of AI, machine learning, or other advanced technologies to enhance functionality.

6. **Challenges and Solutions:**
   o Identify potential challenges you might face while developing this tool and propose viable solutions. Consider aspects such as data privacy, user engagement, and technical constraints.

Submission Guidelines

- Your proposal should not exceed 4 pages (including diagrams, sketches, and appendices).
- Submit your proposal as a PDF via the designated application portal.
- Ensure your submission is clear, well-organised, and showcases your technical and creative skills.

Evaluation Criteria

- **Innovation**: How creatively does the tool meet the needs of its users?
- **Technical Feasibility**: Are the proposed technologies appropriate and well justified?
- **User-Centred Design**: How effectively have you tailored the tool to the needs of the users?
- **Accessibility**: How well have you addressed the accessibility considerations?
- **Problem-Solving**: How effectively do you identify and propose solutions to potential challenges?

Deadline: Please submit your proposal by __.

This challenge is your opportunity to demonstrate your potential to contribute to an impactful project at DAWN/Trinity College Dublin. We look forward to your innovative ideas and proposals. Good luck!