Explanation for international students with disabilities, incorporating the specifics about examination timing and the practices regarding extra time in Irish universities:

**Welcome to [University Name], Ireland**

At [University Name], we are committed to providing an inclusive and supportive learning environment for all our students, including those with disabilities. We understand that transitioning to a university in a new country can come with unique challenges, especially concerning academic accommodations you may have received previously. Here’s what you need to know about our approach to reasonable accommodations in Irish University Examinations:

**Understanding Differences in Accommodations**

**Local Policies and Standards:**

* The reasonable accommodations provided at [University Name] are governed by specific local policies that align with Irish educational standards and legal requirements. These policies may differ significantly from those in other countries, including the nature and extent of accommodations available.

**Customised Support:**

* We strive to meet individual needs within the framework of our institution's capabilities and maintain our academic integrity. This means that while we aim to provide equivalent support, the form it takes may vary. For example, **offering double time for exams is not practicable due to the types of examinations conducted at Irish universities**. Instead, we typically provide an additional **10 minutes per hour**, based on evidence provided in your documentation.

**Process for Requesting Accommodations**

**Review Our Policies:**

* We encourage you to review our Reasonable Accommodation Policy and Examinations Guidelines available on our website. These documents detail the types of support services and accommodations we offer and outline the procedure for requesting them.

**Application for Accommodations:**

* If you require assessment or examination accommodations, please apply through our Disability Service as early as possible. This allows us to assess your needs thoroughly and make the necessary arrangements.

**Documentation:**

* You will need to provide documentation from a qualified health professional detailing your disability needs. The requirements for this documentation can be specific, so it is crucial to ensure that it meets our guidelines.

**Special Considerations for Examination Accommodations**

**Extra Time Allowance:**

* In line with our examination standards, **10 minutes per hour of extra time** is the standard adjustment provided for exams. This is based on a detailed assessment of the evidence you provide about your needs.
* **In exceptional circumstances**, where evidence clearly demonstrates significant issues with the speed of writing, we may increase this allowance to **15 or 20 minutes per hour**.

**Continuous Support and Communication**

**Disability Service:**

* Our Disability Service is your primary point of contact for any questions or issues related to your accommodations. They are here to assist you throughout your university journey and can be reached at askds@tcd.ie.

**Feedback and Adjustments:**

* We recognize that your needs may evolve over time, and we are committed to providing continuous support. Feedback is crucial, and we encourage you to communicate openly with us to ensure that your accommodations remain effective.

**Conclusion**

Transitioning to a new educational system can be challenging, but we are here to support you every step of the way. By understanding and navigating the differences in accommodations, we aim to provide you with the best possible environment to achieve your academic potential. Please do not hesitate to reach out to our Disability Service with any questions or for further assistance.

Further guidance

When addressing concerns from students who believe they need double time for exams, despite local policies not typically allowing for such an accommodation, it’s important to handle the situation with sensitivity and clarity. Here’s how a university can effectively communicate and resolve such issues:

**Addressing Concerns About Double Time Exam Accommodations**

**1. Clear Communication:** Start with a clear explanation of the local policies and the rationale behind them. Explain that accommodations are determined based on a combination of legal standards, educational best practices, and the specific capabilities of the institution. Clarify that the goal is to level the playing field, not to give any student an undue advantage.

**Example Explanation:** "Here at [University Name], our policy is to align with Irish educational standards (National DAWN Examination Guidelines) which are designed to be fair and equitable to all students. We understand your concerns about needing double time; however, our accommodations, including the additional 10 minutes per hour, are based on extensive research and alignment with local educational practices. These are intended to manage fairness across the board while addressing specific needs."

**2. Provide Evidence-Based Justifications:** Reiterate that any accommodation provided, including extra time, is based on a thorough assessment of documented needs. Encourage students to provide any new or additional evidence that might support their case for needing more than the standard accommodation.

**3. Individual Assessment:** Offer to reassess their needs. Sometimes, revisiting the student's documentation with the Disability Services can help clarify why certain accommodations are recommended over others and ensure that all relevant information has been considered.

**4. Alternative Accommodations:** Discuss alternative accommodations that might meet the student's needs without extending to double time. This could include:

* Different forms of exams, such as oral exams or multiple-choice questions, that might alleviate the need for extended time.
* The use of assistive technology that can help them work more efficiently.
* The possibility of breaking up the exam into segments that can be taken over more than one session.

**5. Escalation Process:** Inform them about the process for appealing accommodation decisions. Provide contact details for the Disability Service or other relevant bodies within the university where they can present their case for review. Make it clear that the university is committed to fair and thorough consideration of all student needs.

**6. Support and Guidance:** Ensure that the student feels supported throughout the process. Offer to arrange a meeting with a disability advisor to discuss their concerns in more detail and explore all possible solutions. The advisor can help them understand the accommodations process and how decisions are made.

**7. Documentation and Transparency:** Keep all communications clear and documented. This ensures that there is a transparent record of what has been discussed and decided, which can be helpful for both parties in understanding the situation and any decisions made.

**Conclusion**

By maintaining a respectful and open dialogue, and clearly explaining the reasons behind accommodation policies, you can help students understand the limitations and justifications of local agreements. It’s important to remain flexible within the bounds of policy and to consider each student's needs individually while also maintaining fairness for the entire student body.