**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.

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.