



Code: QA092
Title: Student Reasonable Accommodation Policy
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Approval: Academic Council

1. Purpose

University of Galway (the University) is committed to the provision of an inclusive learning environment that supports all students to fulfil their academic potential. The University is also committed to providing reasonable accommodations to students with disabilities in accordance with the Disability Act 2005, the Equal Status Acts 2000-2018 (as amended), the Universities Act 1997, the Higher Education Authority Act 2022 and the university's QA152 Equal Opportunities Policy. The university recognises the rights of students with disabilities to avail of reasonable accommodations to enable them to participate on equal terms with their peers (see Appendix 1 for a brief note on the legal obligations of Higher Education Institutes ("HEIs") towards students with disabilities).

Reasonable accommodation means adjustments or modifications made to ensure that a student with a disability has equal access to education and other university facilities and benefits. This Reasonable Accommodation Policy is intended to help students to understand the University's legal obligation to accommodate individuals with disabilities. This policy describes the process of applying for, communicating, and implementing Reasonable Accommodation.

2. Scope

This policy applies to students of the University who have been recommended reasonable accommodation for a disability (as defined in the Equal Status Acts 2000-2018). This includes students with ongoing disabilities or students requiring reasonable accommodation on a temporary basis due to a temporary disability. This policy applies to all students with disabilities enrolled at the University, including Access/Foundation/Certificate-level, undergraduate, and post-graduate taught and research students, those studying full or part-time courses, and international and Erasmus students. The policy also applies to all relevant staff of the University who have responsibility for implementing reasonable accommodation recommendations.

This policy is separate to the University's QA209 Extenuating Circumstances Policy. Should students need to report considerations (other than ongoing or temporary disabilities) that impact on assessment, they should use the QA209 Extenuating Circumstances Policy.

The University provides reasonable accommodation to students with disabilities, as required by law, to enable them to participate fully in university courses, facilities or benefits. The university makes every effort to ensure that reasonable accommodations are provided in a timely, consistent, and effective manner.

2.1 Disability Support Service (DSS)

The Disability Support Service is part of the Access Centre and is a confidential service available to support registered students of the University who have a disability (as defined in the Equal Status Acts 2000-2018 and in Section 3.2 of this policy). The obligation to provide reasonable accommodation to a student cannot be triggered unless the University is aware that the individual has a disability. Students with ongoing disabilities are eligible to register with the DSS. Students must provide evidence of their disability from an appropriate professional in order to register with the DSS.

Students with temporary disabilities (e.g. a broken limb) that affect their studies/assessments are not required to register with the DSS, as temporary disabilities can be dealt with via the student's College (see Section 8 of this policy).

For students with ongoing disabilities, supports and reasonable accommodations are determined by the DSS through an individual needs assessment; taking into account the nature and impact of the disability, evidence of disability, and course requirements. The DSS communicates these recommendations to relevant staff (see Section 4.1 of this policy for details of this process).

Students who are eligible to apply to the DSS are encouraged to do so as early as possible during their studies to determine reasonable accommodation recommendations.

3. Definitions

3.1 Reasonable Accommodation:

Higher Education Institutes are obliged under law to do all that is reasonable to accommodate the needs of students with disabilities. For the purposes of this policy, a "reasonable accommodation" can be defined as any action or adjustment to a course or module, which may enable a student with a disability to participate on their chosen course, without which they would be disadvantaged relative to their peers. An educational establishment may be held to have discriminated against a student with a disability if they do not do all that is reasonable to accommodate that student.

Reasonable accommodation includes, but is not limited to, exam accommodation, in-class support and other supports which a student requires to participate on a more equal footing with their peers. The DSS provides a range of reasonable accommodation recommendations, which are dependent upon the individual needs of the student.

Examples of routinely recommended reasonable accommodations are included in Appendix 2. The DSS makes other reasonable accommodation recommendations as necessary, in consultation with the student and academic staff.

Reasonable accommodations do not affect the requirement to meet the essential learning outcomes of the student's chosen course and modules. Reasonable accommodations are designed to provide students with an equal opportunity to succeed, but they do not alter the essential learning requirements. There may be times when students fail to meet the essential learning outcomes of the student's chosen course and modules, despite the provision of reasonable accommodations.

3.2 Disability:

“Disability” is defined under the Equal Status Acts 2000-2018 as:

- (a) the total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body,
- (b) the presence in the body of organisms causing, or likely to cause, chronic disease or illness,
- (c) the malfunction, malformation or disfigurement of a part of a person's body,
- (d) a condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or
- (e) a condition, disease or illness which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour.

The legislation provides that a disability may exist at present; have existed but no longer exists; may exist in the future; or may be imputed to the person concerned. Therefore, disabilities of a temporary nature are included in the definition of disability.

Disability is therefore very broadly defined under Irish law (see Appendix 1 for more detail on the legal obligations of HEIs towards students with disabilities). The university has two distinct processes for providing reasonable accommodations, based on whether the disability is an ongoing disability or a temporary disability. Students who present to the DSS with evidence that verifies the presence of an ongoing disability may register with the service for supports and reasonable accommodations. Students who present with a temporary disability should notify their relevant College by contacting their Module Owner/Programme Director/Primary Supervisor to discuss supports and accommodations that may be appropriate (See Section 8 for details; and Appendix 2 for guidelines).

Further details of the evidence and documentation required in order for a student to be eligible to apply to DSS is available on the DSS website:
(<https://www.universityofgalway.ie/disability/application>).

Disability documentation which has been completed in a language other than English is acceptable provided an English translation is also submitted. The translation must be conducted by an individual/organisation that is independent of the student.

Every student who submits an application to the DSS completes a needs assessment, which gives rise to a **“Learning and Educational Needs Summary (“LENS”) Report”**. This report outlines the supports and reasonable accommodations recommended by the DSS.

3.3 Assessments:

“Assessment(s)” refers to all forms of assessment for which a student receives academic credit, including exams and coursework.

“End-of-semester exams” refer to exams that are coordinated by the University’s Examinations Office.

“In-house exams” are defined as exams coordinated and managed by individual lecturers, disciplines, Schools or Colleges (including computer-based/online tests).

“Continuous assessment” refers to coursework assigned throughout the academic year. For example, projects, presentations, essays or other relevant activity.

3.4 Unit:

A **“unit”** refers to any of the various divisions of the University. It includes, but is not limited to: College, Academy, Discipline, Institute, School, Library, Centre, Offices (e.g. Buildings Office, Exams Office etc.) and Services at the University.

4. Implementation

The university recognises that student success depends on creating a shared environment where we respect and value each other. One way in which the university encourages this is through the promotion of universal design and inclusive teaching and assessment strategies to meaningfully include all learners and improve student engagement.

Process for students with ongoing disabilities to apply for reasonable accommodations through the DSS:

- a) Students with an ongoing disability, which includes ongoing physical or mental health conditions or specific learning difficulties, who require reasonable accommodations disclose their need to the DSS by completing the online form available at:
www.universityofgalway.ie/disability/application
- b) Reasonable accommodations are determined through a needs assessment process. The student’s needs and support recommendations are discussed and agreed between the student and their disability advisor.
- c) Recommended reasonable accommodations are listed on the student’s LENS Report, which is then sent to the student.
- d) The DSS makes the student’s reasonable accommodation recommendations available to teaching staff (with the student’s consent). It should not be necessary for students to send copies of their LENS Reports to staff members.
- e) Where the DSS recommends reasonable accommodations, these are implemented by the relevant University units and staff.
- f) Reasonable accommodations required for end-of-semester exams are communicated to the Exams Office by the DSS prior to formal end-of-semester exams sessions.
- g) Reasonable accommodations required for research degree progression or examination assessments are communicated to the Primary Supervisor by the DSS, or by the student, prior to the assessment.

- h) Reasonable accommodation recommendations determined by the DSS remain in place for the full duration of the student's studies at University of Galway. The system used to communicate information about reasonable accommodations to staff outlines the specific requirements of students for the current academic year.
- i) Students can request a review of their recommended reasonable accommodations at any time. It is recommended that students request a review if there are changes to the nature or impact of disability, the course requirements, or the course being studied.

Please refer to Section 8 of this policy for information on the process applied to students with temporary disabilities.

5. Reasonable accommodations during student work placements

It is the legal responsibility of the university, along with the Placement Provider, to ensure that appropriate reasonable accommodations are provided, if required, when students go on work placement as part of their course.

In order for the placement provider to put reasonable accommodations in place, the placement provider must be made aware that a student has a disability which needs reasonable accommodation. Students can choose whether to disclose their disability to the placement provider, and students can choose when they wish to disclose. Students are encouraged to disclose their disability if reasonable accommodations are required when on placement.

Colleges and/or Schools must provide a clear process for students who need to disclose a disability either before or during placement. It is recommended that Course Handbooks include all relevant information about placement arrangements and the provision of reasonable accommodations while on placement, including the process relating to the disclosure of a disability to the placement provider.

Students who are registered with the DSS are encouraged to attend a placement planning meeting. This involves meeting with a Placement Planning Coordinator or a Disability Advisor to discuss disclosure to the Placement Provider, their needs and recommended supports while on placement.

Where a professional placement is a practice-based placement forming part of a professionally accredited programme within Higher Education, reasonable accommodations do not affect the requirement to meet professional competency standards. These standards are externally set by professional bodies. Reasonable accommodations provide the flexibility for students to be able to reach these standards, but they do not alter the standards. There may be times when students are unable to meet the professional competency standards despite the provision of reasonable accommodations.

Reasonable accommodations apply to any methods of assessment for meeting professional standards while on placement. This includes professional practice exams.

6. Responsibilities

The table below provides details of the responsibilities on the various parties and units involved in the provision of reasonable accommodations to students with ongoing disabilities. Please refer to Section 8 of this policy for information on the process applied to students with temporary disabilities.

	Responsibility
Students eligible to apply to the Disability Support Service	<ul style="list-style-type: none"> Apply to the DSS for a recommendation of reasonable accommodations. Students may apply to the DSS, or request a review of their recommended reasonable accommodations, at any stage of the year. The services provided by the DSS are confidential. For full details on service confidentiality and GDPR compliance, see the Disability Support Service Data Protection Notice. Advise the DSS of any change in their circumstances which may require a change to their recommended reasonable accommodations. If a student feels they need additional supports, they should contact the DSS for a LENS update meeting to review their reasonable accommodation recommendations. Where recommended reasonable accommodations are not being provided, students ought to inform their lecturer, if comfortable to do so, or their Disability Advisor. See Section 7 of this policy for further details.
Disability Support Service	<ul style="list-style-type: none"> Conduct a needs assessment to determine reasonable accommodation recommendations for each student who discloses a disability and provides supporting documentation. Set out all reasonable accommodation recommendations in the student's LENS Report. These can only be changed by a Disability Advisor in consultation with the student. Make the information on recommended reasonable accommodations for students available to staff of the University who require it in order to implement those recommendations. This is dependent upon the student giving their consent to share this information. Provide information on exam accommodations to the Exams Office for end-of-semester exams. This is dependent upon the student giving their consent to share this information. Provide guidance to the Exams Office on the implementation of reasonable accommodations for end-of-semester exams.
Each unit (including, but not limited to: College, Academy, Discipline, School, Library, Centre and	<ul style="list-style-type: none"> Effectively manage information relating to student reasonable accommodations. This includes maintaining student confidentiality and ensuring adherence to data protection requirements. Ensure relevant staff are aware of the process for communicating student reasonable accommodation information. This involves staff regularly checking the applicable university system for information on students who have been recommended reasonable accommodations by the DSS. It is recommended that

Services at the University).	<p>staff check for additional student details at least every two weeks during the semester.</p> <ul style="list-style-type: none"> • Implement reasonable accommodations that have been recommended for students by the DSS. Staff who have any concerns about reasonable accommodation recommendations are encouraged to contact the DSS for advice. More details are available in Section 7 of this policy. • Implement recommended reasonable accommodations for in-house exams.
Examinations Office	<ul style="list-style-type: none"> • Implement recommended reasonable accommodations for end-of-semester exams, unless, under exceptional circumstances, an alternative arrangement needs to be made.

7. Where there are concerns about recommended reasonable accommodations, the following process should be followed:

Staff members of the university have a legal obligation to provide reasonable accommodations for students impacted by disability.

- a) If a recommended reasonable accommodation is not being provided, the student should communicate this to the Module Owner/Primary Supervisor and/or Programme Director as soon as possible. If the student is not comfortable contacting the Module Owner and/or Programme Director, they should contact their Disability Advisor.
- b) Once the Module Owner/Primary Supervisor and/or Programme Director is made aware that a recommended reasonable accommodation is not being provided, they should make every effort to implement it as soon as possible.
- c) Where there is a decision pending which relates to the implementation of a reasonable accommodation, the Module Owner/Primary Supervisor and/or Programme Director should presume in favour of the student until a final decision is reached.
- d) If the Module Owner/Primary Supervisor and/or Programme Director has concerns about the implementation of a reasonable accommodation, they should follow the process set out in section 7.1.

7.1 Formal Process (Stage 1):

- a. Where a staff member believes they have a legitimate reason to refuse a recommended reasonable accommodation, they must communicate that reason to the student in writing, copying the Programme Director and/or Head of Discipline.
- b. If the student is dissatisfied with the reason for refusing a recommended reasonable accommodation, they should immediately bring this to the attention of the Programme Director and/or Head of Discipline. Students should also inform their Disability Advisor.

- c. Every effort must be made to resolve the situation at School level, including consultation with the Head of School as necessary.
- d. If the situation cannot be resolved at School level, the Executive Dean of the College may be consulted.
- e. This process must be completed within 10 working days of the matter being brought to the Module Owner/Primary Supervisor and/or Programme Director's attention.

7.2 Formal Process (Stage 2):

A Reasonable Accommodation Review Committee may be convened as necessary to arbitrate any on-going concerns related to the provision of reasonable accommodations.¹

Complaints Procedure

The University is committed to providing reasonable accommodations to students with disabilities to ensure equal access to education and other University activities. The University will make every effort to provide timely and effective reasonable accommodations in a confidential and respectful manner. If a student is dissatisfied with the decision of the review committee, they may wish to engage with the University Student Complaints Procedure. All details are available at: [QA611-University-of-Galway-Student-Complaints-Procedure.pdf \(universityofgalway.ie\)](https://www.universityofgalway.ie/exams/timetable-advice/)

8. Reasonable Accommodations required due to a short-term or temporary disability

Students who require end-of-semester exam accommodations on a temporary basis must apply to the Examinations Office for alternative exam arrangements. The details are available at <https://www.universityofgalway.ie/exams/timetable-advice/>

With the exception of end-of-semester exam accommodations, all decisions on reasonable accommodations for students with short-term or temporary disabilities will be determined at the College level. Students with temporary disabilities should contact their Module Owner/Programme Director/Primary Supervisor in the first instance to request reasonable accommodations.

Colleges must be guided by University of Galway's legal requirements. First, disability is broadly defined and interpreted and that includes short term or temporary disabilities. Second, the legal duty is operationalised when a student requests an accommodation. Colleges should approach requests for reasonable accommodations from an inclusive and supportive perspective. There are statutory limits to the duty, please see appendix one for details. Each College may put in place a localised protocol that includes a review/appeals procedure.

Colleges should consult this policy when supporting students with short-term or temporary disabilities and may contact the Disability Support Service for advice.

¹ Terms of reference setting out the Review Committee's composition, duties and procedures will be drafted. The timeline for completion of a Review is to be included in the terms of reference and may fluctuate. However, the Review must be conducted as quickly as possible.

9. Related policies and documents

University of Galway Policies:

- Alternative Assessment Policy QA208:
<https://www.universityofgalway.ie/media/celt/files/QA208-Alternative-Assessment.pdf>
- Disability Support Service Data Protection Notice:
<https://www.universityofgalway.ie/media/disabilitysupportservice/University-of-Galway-Data-Protection-Notice.pdf>
- Extenuating Circumstances Policy QA209:
<https://www.universityofgalway.ie/media/registry/exams/QA209-Extenuating-Circumstances.pdf>
- Lecture Recording Policy QA202:
<QA202-Lecture-Recording.pdf> (universityofgalway.ie)
- Equal Opportunities Policy:
<https://www.universityofgalway.ie/media/equality/files/QA152-Equal-Opportunities-Policy-090123.pdf>
- Student Complaints Procedure QA611:
<QA611-University-of-Galway-Student-Complaints-Procedure.pdf> (universityofgalway.ie)

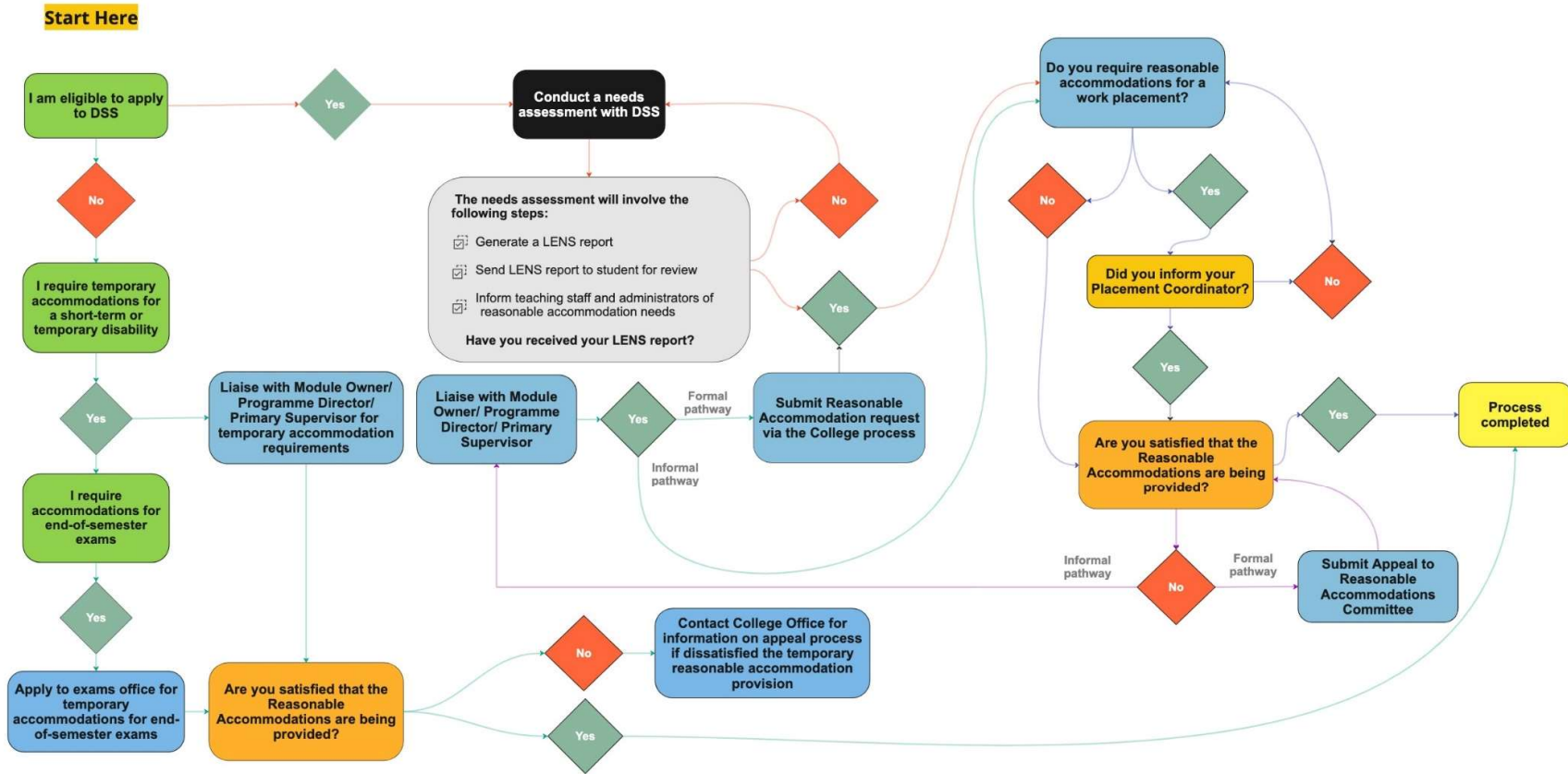
Other related documents:

- Disability Act, 2005
- Disability Advisors Working Network (DAWN): Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities. Adopted by DAWN, November 2012. (Currently under review)
- Employment Equality Acts, 1998 – 2021
- Equal Status Acts, 2000 – 2018
- Students with Disabilities on Placement: Guidance on the Provision of Reasonable Accommodations on Practice-based Placements in Professionally Accredited Programmes. Published by AHEAD Educational Press 2022.
- The Higher Education Authority Act 2022
- The Universities Act 1997

10. Process Map

Reasonable Accommodation Policy

Where should I begin to request reasonable accommodations?



Appendix 1: Legal obligations of HEIs towards students with disabilities

Introduction

The duty to provide reasonable accommodation is governed by the Employment Equality Acts 1998-2021 (in the context of employment) and the Equal Status Acts 2000-2018 (in the context of goods and services). The Irish Human Rights and Equality Act of 2014 introduces the “public sector duty”, which imposes a positive, proactive duty to promote equality and protect human rights. This duty requires public bodies, such as the University, to proactively protect human rights, including the duty to provide reasonable accommodation as enshrined under the Convention on the Rights of Persons with Disabilities, the case law of the European Convention of Human Rights, and the European Social Charter (Revised). It is of note that the duty to provide reasonable accommodation as established by the Convention on the Rights of Persons with Disabilities is a stronger duty than that contained in the relevant Irish law. The national provisions most relevant to the University are those contained in the Equal Status Acts 2000-2018.

The Equal Status Acts 2000-2018

The Equal Status Acts 2000-2018 define the failure to provide reasonable accommodation as an act of discrimination. The duty to provide reasonable accommodation generally requires the duty bearer to do “all that is reasonable” to respond to the needs of the student, in cases where without that accommodation, it would be “impossible or unduly difficult” for the student to avail of the educational service. However, the duty to provide reasonable accommodation is not an open-ended obligation. Under the Equal Status Acts 2000-2018, reasonable accommodation does not require service providers to provide accommodations that give rise to more than a nominal cost (discussed below). There are also procedural and substantive limits to the duty.

Procedural limits

The duty to provide reasonable accommodation is triggered by an actual situation when the service provider becomes aware of the need to provide special treatment or facilities to a person with a disability. It follows from this that the service provider must actually be aware that a person has a disability. A two-part test applies for establishing an appropriate accommodation: (1) the service provider must assess the factual position concerning the person’s disability; (2) the service provider must consider what, if any, special treatment, or facilities may be available that would enable that individual to avail of the services. The Courts held that any such enquiry can only be regarded as adequate if the person with a disability is given a full opportunity to participate at each stage of the assessment and is allowed to present relevant medical evidence and make submissions, including submissions as to what would or would not help them.

A person with a disability who is dissatisfied with a service provider’s response may bring a case for unlawful discrimination. In this situation the complainant must establish that they require a reasonable accommodation to be provided, without which it would be “impossible” or “unduly difficult” for them to avail of the service. If the complainant can show this, the onus shifts to the service provider to show that they were not legally required to provide the required accommodation (e.g., because it entailed a greater than nominal cost).

Substantive limits

The Equal Status Acts 2000-2018 provide in Section 4(1) that service providers must do: “all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for

the person to avail himself or herself of the service". This suggests that once a student is able to avail of an education service in a manner that could not be construed as "impossible" or "unduly difficult", then the educational establishment has fulfilled its duty. In other words, the Equal Status Acts 2000-2018 require a service provider to devise a "reasonable" solution to a problem. The service provider is not obliged to achieve perfection.

The Equal Status Acts 2000-2018 provide that a service provider cannot be required to provide an accommodation that gives rise to more than a "nominal cost". It is for the service provider to demonstrate that the cost of the accommodation in question would be more than "nominal". In determining what is a "nominal" cost, consideration is given to the overall budget of the service provider. This means that the cost must be evaluated considering the resources of the entire University, not the resources of the individual College, School or Unit dealing with the request. The availability of any public grant, funding or scheme that would reduce the cost to the service provider must also be considered in evaluating whether a cost is "nominal". In general, public bodies are held to a higher standard to private bodies.

The University is not however obliged to provide any treatment, facility or item which a student would normally provide for themselves. Examples of these are glasses for everyday use, or a hearing aid for someone who is hard of hearing.

Appendix 2: Reasonable Accommodations

Exam Accommodations:

The following are the most commonly recommended reasonable exam accommodations. These recommendations may be included in a student's LENS Report. Staff members do not need to see the student's LENS Report as the details of all recommended reasonable accommodations, including exam accommodations, are provided to them by the DSS.

The Examinations Office implements exam accommodations for end-of-semester exams.

- **Alternative exam venue:** Students are allocated a special venue where their supports and accommodations can be put in place. Depending on need, students may be allocated a smaller exam hall, a PC suite, a low distraction venue, a library booth, or a room alone to complete their exams.
- **Extra time 10mph:** Student requires 10 minutes per hour extra time to complete their exams.
- **Assistive technology:** Students may be allowed to make use of an electronic reader, a PC to type their exam answers, or speech-to-text software, for example.
- **Enlarged font or paper size:** For students who are visually-impaired.

Students with a disabilities who require reasonable accommodation are entitled to request reasonable exam accommodations for in-house, or online, timed assessments. For in-house or online timed assessments, it is the responsibility of the relevant academic unit to implement the requested recommended accommodations.

The table below provides more examples of reasonable exam accommodations. Please note that this list is subject to regular change, whereby exam accommodations may be removed or added as agreed between the DSS and the Examinations Office.

Adjustable chair	A chair with an adjustable height/back
Dictation software	Specialist speech-recognition software that converts speech to text
Enlarged paper (A3)	Exam paper enlarged onto A3 paper
Extra time (10mph)	Student is allowed 10 minutes extra per hour
Food & drink	Student is allowed to bring food and drink into the examination
Height adjustable desk	Student requires a height adjustable desk
HI sticker	Student requires the Hearing Impairment ("HI") sticker and marking guidelines to be included with the script. Ensure student has access to instructions.
JAWS software	Student will be using JAWS (screen reading software) to read the exam paper and type their script. Digital copy of exam paper required

Lectern	Lectern to allow the student to stand for the exam
Magnification hardware	Special device used by the student to read exam paper and script
Medical alert	Contact the health unit if the student becomes unwell or distressed
Medical device (Epi Pen)	Student is allowed to bring an Epi pen into the exam room
Medical Device (Glucometer)	Student is allowed to bring a glucometer device into exam room
No accommodations	Student is registered with the DSS but has no exam accommodations
PC to type	Student requires a personal computer to type their exam script. Script should be saved to student exam account and printed
Reader	Student requires the exam paper read to them by a person
Screen magnification	Student will use specialist screen magnification software
Scribe	Student requires a scribe to write their exam script
Scribe/reader	Student requires a scribe to write their exam script and read the exam paper
Seat close to door	Student requires a seat close to a door for quicker exit
SLD sticker and marking guidelines	Student requires the Specific Learning Difficulty (“ SLD ”) sticker and marking guidelines to be included with the script
Specialist scribe	Student requires a scribe with a qualification in a specific area
TextHelp	Student will be using TextHelp software to read the exam paper. Digital copy of exam paper required

In-class supports:

The table below provides a list of examples of routinely recommended “In-class support” reasonable accommodations. These recommendations are included in the LENS Report of students with ongoing disabilities. The list is not comprehensive. If a student has specific needs, the Disability Support Service may liaise with the Module Owner and/or Programme Director and/or Primary Supervisor to discuss appropriate reasonable accommodations that may be recommended and implemented. The Disability Support Service is available to advise on any in-class support recommendations.

The table also includes a section with recommendations that may be used for guidance when considering requests for temporary reasonable accommodations.

The DSS is available for consultation if the Colleges, staff or students have questions about the provision of temporary reasonable accommodations. Please contact disabilityservice@universityofgalway.ie with any questions.

The application of the principles of Universal Design for Learning are recommended and would mean that several of the recommendations included below would already be in place as standard.

In-class support	Description
Exemption from reading aloud	Some students with dyslexia or speech disorders may struggle with reading aloud.
Hearing Impairment support strategies	Deaf or hearing-impaired student availing of supports. May need lecturer to use dedicated microphone or device the student carries with them.
Lecture notes in advance where available	Some students may need the lecture notes before class, in order to support their note-taking in the lecture.
Leniency with deadlines	A disability may impact on a student's ability to submit work on time. However, students should do their best to meet all deadlines. Students must contact Module Owner/Primary Supervisor and/or Programme Director directly to request the additional time.
Not marked down on attendance	Some students may have frequent or regular medical appointments that impact on their attendance.
P.A./Notetaker supporting student	Student requires a P.A. or notetaker and that person will be accompanying the student to classes.
Permission to record	Student may be given permission to record lectures when their disability has a negative impact on their note-taking ability. All students given permission to record are directed to read the University's Policy on Recording Lectures.
Prioritised or annotated reading list	Some students may require a reading list that indicates the key readings to focus on, rather than a general list to work through.
Requirement for the use of a Trained Service Animal	Student may require the use of a Trained Service Animal.
Time to respond to oral questions	This may be helpful if a student requires extra time to respond to questions if completing oral exams or answering questions after delivering a presentation.
Use of a laptop	Where a student needs to type notes or record lectures using a laptop, or if a student has a temporary injury that impacts on ability to handwrite.
Suggested accommodations to support temporary needs	
Extension	A student may require more time to complete an assignment.

Not marked down on attendance / class notes provided / lectures made available online	May be recommended where a student has difficulty accessing physical classrooms (e.g. broken leg – use of crutches).
Opportunity to take assessment later / alternative assessment	May be recommended where a student has a disability that prevents attendance at an in-class assessment
Use of a laptop	Where a student needs to type notes or record lectures using a laptop, or if a student has a temporary injury that impacts on ability to handwrite.