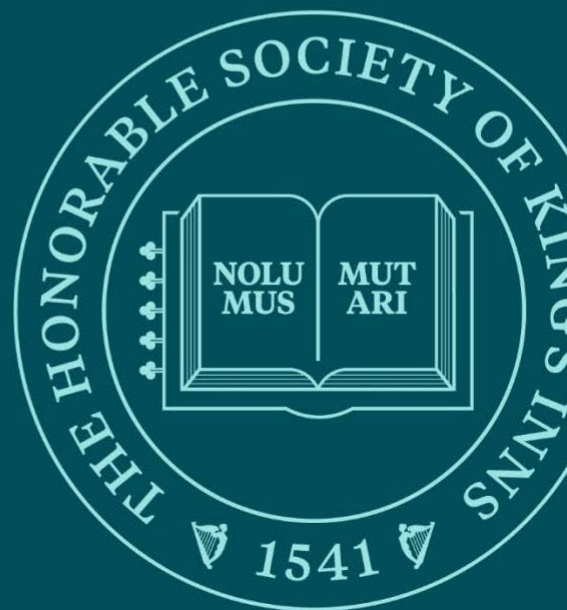


King's Inns

DISABILITY SUPPORT POLICY

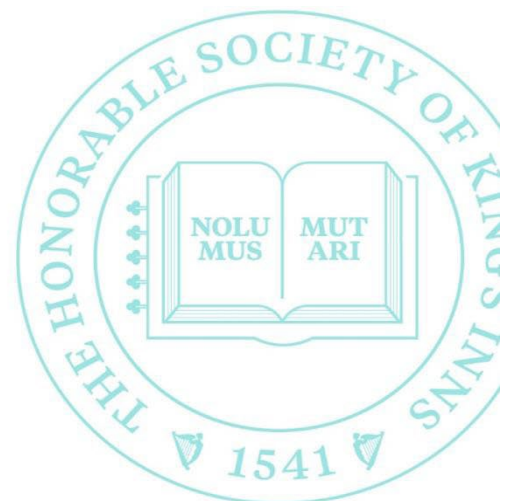
OFFICE OF THE REGISTRAR

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1. Introduction

King's Inns is committed to ensuring that learners with a disability have as complete and equitable access to all facets of higher education life as can reasonably be provided. King's Inns has adopted a policy that is applicable to all learners with disabilities studying in King's Inns. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended), the Employment Equality Act 1998, as amended, and the University Act 1997. Learners with a disability are encouraged to speak to the Registrar to seek support where the disability could affect their ability to participate fully in all aspects of the course.

King's Inns is responsible for providing - where possible - an inclusive environment where all policies, procedures, courses and facilities should be accessible to the greatest number of learners possible without the need for adaptation or additional supports for particular groups. Creating an environment where learners are encouraged and supported to disclose a disability.

This policy applies to all learners, with permanent or long-term disabilities at King's Inns provided necessary medical documentation is submitted. It aims to provide a high standard of service to learners with disabilities. King's Inns will provide - where necessary - disabled learners with reasonable accommodations to ensure that they are not placed at a substantial disadvantage compared to non-disabled learners. A substantial disadvantage is one that entails time, inconvenience, effort or discomfort compared to other learners and which is more than minor or trivial.

For the purposes of King's Inns policies relating to disabled learners, reasonable accommodations are determined through a needs assessment process taking into account the nature of a disability, course requirements, and individual differences. The most common forms of reasonable accommodations are available in this policy.

The purpose of this policy for King's Inns is twofold:

- to outline to learners with disabilities their rights and responsibilities in receiving reasonable accommodations in King's Inns,
- to define King's Inns rights and responsibilities to learners with disabilities and the King's Inns community.

For the purpose of this policy and all King's Inns policies relating to learners with disabilities, a reasonable accommodation might be any action that helps alleviate a substantial disadvantage. Making a reasonable accommodation might involve changing procedures, modifying the delivery of the course taken, providing additional services such as examination arrangements, materials in large print, or altering the physical environment. These duties are anticipatory requiring King's Inns to move away from ad-hoc provision in responding to the needs of learners with disabilities to the creation of a teaching, learning and assessment environment where provision is seen as equal to and not different from provision for other learners.

2. Regulations

This policy should be read in conjunction with the King's Inns Assessment Regulations and Education Rules.

Every learner with a disability has the right to:

- Equitable access to the teaching, learning and assessment methods, courses, services, activities and facilities of King's Inns;
- Reasonable and appropriate accommodations, academic adjustments, and/or additional services determined by a needs assessment and in accord with the individual's certified disability/specific learning difficulty;
- Request a review of their reasonable accommodations;
- Appropriate confidentiality of disability records (files) and that disclosure of information will only happen with the learner's written consent;
- Information reasonably available in accessible formats;
- Be treated with dignity and respect.

Every learner with a disability has the responsibility to:

- Identify themselves to the Registrar of Education and request reasonable accommodations as early as possible;
- Provide documentation pertaining to their disability from an acceptable professional source (see Disability Registration Form) that verifies the nature of the disability;
- Ensure the Disability Registration Form and accompanying documentation are provided to King's Inns in a timely manner and **at least 8 weeks before any assessment or examination**;
- Register with the Registrar and follow King's Inns' procedures if they wish to obtain reasonable accommodations;

- Participate in the assessment process, complete the disability registration form, and consent to release information.

Learners must follow specific procedures for obtaining reasonable accommodations, such as:

- Complying with examination arrangements made on their behalf by King's Inns;
- Complying with Academic Adjustments made on their behalf by King's Inns;
- Applying to any learners with disabilities funds for funded supports such as Assistive Technologies;
- Treating staff of King's Inns with dignity and respect;
- Completing any Assistive Technology (AT) training where this has been recommended and becoming proficient in the use of that technology;
- Engaging with any training or additional support provided to them such as Academic Skills workshops. Where learners choose not to avail of these supports King's Inns may not be in a position to provide them at a later stage;
- Adhering to specific procedures that are in place for receiving certain Reasonable Accommodations or subject-specific support;
- Informing the Registrar without delay of any change in needs;
- Engaging with the official communication system used by King's Inns for example King's Inns email or King's Inns portal, to keep updated on important matters.

King's Inns has the right to:

- Maintain the academic and technical standards of King's Inns;
- Request disability documentation from an acceptable professional source that verifies the nature of the disability and Disability Registration Form completed by an acceptable professional source to verify the need for reasonable accommodations and/or auxiliary aids. This includes medical assessment if required. The Disability Registration Form can be found on our website at kingsinns.ie/education/disability-support
- Discuss a learner's need for reasonable accommodations with the professional source of their documentation, having obtained the learner's signed consent authorising such disclosure and discussion;
- To agree with the learner, the nature of an effective and appropriate reasonable accommodation. King's Inns retains the final decision on what is deemed to be reasonable;

- Review the learner's reasonable accommodations to determine they are working effectively in line with good practice;
- Deny a request for reasonable accommodation if the documentation does not identify a specific disability and/or functional limitation, or if it fails to verify the need for the requested services;
- Refuse to provide an accommodation that is inappropriate or unreasonable, including any that pose a direct threat to the health and safety of the learner or others, or which may constitute a substantial change or alteration to an essential element of a course or programme, undermines the integrity of King's Inns educational courses-to include examinations and assessments - or pose undue financial or administrative hardship on King's Inns;
- To be treated with dignity and respect.

King's Inns has the responsibility to:

- Provide information to learners with disabilities regarding King's Inns' policies and procedures and ensure that it is available in accessible formats;
- Provide reasonable and appropriate accommodations and/or auxiliary aids for learners with disabilities upon a timely request by a learner;
- Maintain appropriate confidentiality of records and communication concerning learners with disabilities except where the disclosure is authorised by the learner.

More specifically, King's Inns personnel have the responsibility to:

- Assist learners with disabilities to self-identify and meet King's Inns' criteria for eligibility to receive reasonable accommodations determined on a case-by-case basis through the needs assessment process;
- Assure confidentiality (subject to the learner signing the Disability Registration Form of all information pertaining to a learner's disability);
- Inform learners on professional courses of additional responsibilities and the need to plan reasonable accommodations for placements in advance;
- Identify learners who may require a Personal Emergency Evacuation Plan (PEEP) and assist them in its formation;
- Request feedback from learners on a regular basis to evaluate the learner experience including the effectiveness and quality of Reasonable Accommodations, support, and service provided;
- Use the official communication system of King's Inns e.g. email or King's Inns portal, to update learners on important matters.

3. Policy on Confidentiality for Learners with Disabilities

King's Inns encourages learners with disabilities to disclose information on their disability/specific learning difficulty to the Registrar before they apply to King's Inns or at any point during their studies. Such disclosure is encouraged so that King's Inns may work with the learner to ensure that any reasonable accommodations that are required are identified and facilitated in conjunction with the learner.

All personal data will be processed in accordance with the King's Inns Data Protection Statement available at: kingsinns.ie/dataprotection

Any documentation or information presented in disclosing a disability is held by the Registrar's department and specific medical or other documentation will not be disclosed to any third party except where necessary to provide reasonable accommodations.

Where a learner requests and is granted any form of reasonable accommodation, such as extra time in exams, or permission to record lectures, King's Inns will, in consultation with the learner, disclose relevant information to academic and other departments responsible for providing or facilitating learners in accessing such accommodations. In such instances, only information relevant to the particular situation will be disclosed.

In exceptional circumstances, where there is a health and safety risk to the learner or others, information may be disclosed to appropriate third parties without the learner's consent.

Where academic staff contact the Registrar for advice regarding individual learners, staff will be informed that it is necessary to obtain the permission of the learner before doing so.

POLICY AND PROCEDURES FOR LEARNERS AND STAFF ON ALTERNATIVE EXAM ARRANGEMENTS FOR LEARNERS WITH DISABILITIES

1. General Principles

- 1.1 King's Inns is committed to ensuring, as far as possible and within the framework of current legislative requirements, that learners with disabilities have equality of access to and participation in all examinations and King's Inns procedures. This includes end-of-semester examinations and all other examinations that contribute to module or course results.
- 1.2 King's Inns is committed to ensuring that learners with disabilities will be enabled to demonstrate their knowledge and competency on an equal footing with their peers.
- 1.3 For the purpose of this policy reasonable accommodations are defined as those actions that enable learners to demonstrate their true knowledge and ability in examinations without changing the demands of the examination. The intention behind the provision of such accommodations is to alleviate a substantial disadvantage without affecting the integrity of the assessment.
- 1.4 Examination and assessment accommodations are based on the impact of a disability on the learner/candidate.
- 1.5 The granting of reasonable accommodations will not put the integrity or status of the examination or assessment at risk and will ensure fairness to all learners.
- 1.6 Reasonable accommodations should support learners to become more independent in their learning.
- 1.7 The ultimate responsibility for ensuring equality of access in examinations and King's Inns lies with King's Inns although a number of administrative units and academic departments may be involved in coordinating reasonable accommodations.
- 1.8 For the purpose of this policy the definition of disability is that encompassed by the Equal Status Acts 2000-2018 and Employment Equality Acts 1998-2016,

- 1.9 This policy is applicable only to those learners with a permanent or long-term disability, that is, a disability that is likely to last longer than one year and who have furnished a Disability Registration Form and necessary medical documentation to provide proof of their disability.
- 1.10 Learners are invited to provide a Disability Registration Form as soon as possible before they commence their studies at King's Inns, and at least 8 weeks in advance of any assessment or examination.
- 1.11 The Disability Registration Form must be accompanied by a current letter (not dated more than 6 months from the date of presentation to King's Inns) from a medical consultant specialist. A letter from a GP will not suffice, nor will a GP certificate. Any correspondence from a medical consultant specialist must include the following:
- a) The exact nature of the disability;
 - b) The impact of the disability on a learner's ability to perform in study, assessment, and examinations;
 - c) Confirmation of the accommodations required for the learner;
 - d) Confirmation that the accommodations are medically necessary.
- 1.12 Study-related funding for learners with disabilities is financed through the European Social Fund for Students with Disabilities. Please contact the Department of Education for further details.
-

2. Reasonable Accommodations in Examinations

2.1 Provision of Reasonable Accommodations

- 2.1.1 Following receipt of a Disability Registration Form, a needs assessment is carried out with all learners with disabilities to determine the level of support required, including reasonable accommodations for examinations. The outcomes of a needs assessment are recorded and retained on a learner's file.
- 2.1.2 The outcomes of the needs assessment provide guidelines for determining what reasonable accommodations may be appropriate in examinations. The actual need for a particular accommodation is determined through the need assessment process, taking account of the learner's individual needs and the impact of the disability in an examination setting.
- 2.1.3 Learners with disabilities who received reasonable accommodations in Irish state examinations, other institutions and/or jurisdictions will only be granted reasonable accommodations on completion of an assessment.
- 2.1.4 Reasonable accommodations should not be provided without prior consultation with King's Inns.

- 2.1.5 Reasonable accommodations may be reviewed with each learner annually. Learners who fail to use a reasonable accommodation that has been granted will have that accommodation reviewed.
- 2.1.6 Learners with disabilities should follow the complaints procedure in operation in King's Inns to appeal a specific examination accommodation that has not been granted.

2.2 Availing of Reasonable Accommodations

- 2.2.1 Learners with disabilities must register with King's Inns and complete the Disability Registration Form to avail of reasonable accommodations in examinations.
- 2.2.2 Learners with disabilities must provide appropriate supporting documentation from an accepted Medical Consultant or Specialist as per the Disability Registration Form.
- 2.2.3 It is the learner's responsibility to inform King's Inns of any changes to their disability which may require new or revised accommodations. Changes to examination accommodations are only approved following an updated Needs Assessment with King's Inns.
- 2.2.4 Assistive technology is the preferred accommodation for examinations unless the learner is unable to use the recommended technology due to the nature of their disability.
- 2.2.5 Learners with disabilities who require specialist examination supports such as assistive technology must attend training in the use of such accommodations. It is the learner's responsibility to be proficient in the use of technology for examinations.

2.3 Notification of Reasonable Accommodations

- 2.3.1 On completion of the assessment of needs, learners with disabilities will be notified of the support that will be provided in King's Inns, including reasonable accommodations that have been granted for examinations. Details will be recorded on the learner's file.
- 2.3.2 King's Inns is responsible for coordinating reasonable accommodations in examinations.
- 2.3.3 It is the responsibility of King's Inns to ensure that all announcements or amendments by lecturers are conveyed to all learners with disabilities sitting examinations in separate examination venues.

2.4 Disclosure of Reasonable Accommodations

- 2.4.1 The provision of reasonable accommodations in examinations will be made known to King's Inns, including those responsible for the marking and administration of examinations.

- 2.4.2 The outcome of the needs assessment will be sent to the relevant academic and administrative staff by the learner and/or King's Inns to inform the provision of reasonable accommodations in King's Inns.
- 2.4.3 Learners with disabilities are, where possible, marked anonymously unless they request otherwise. Use of alternative examination arrangements may affect the anonymity of the learner e.g. recording of assessments.
- 2.4.4 Marking Guidelines apply to learners with a disability who have a reading, writing or spelling difficulty. King's Inns will ensure that the relevant exam scripts are appropriately marked to indicate to academic staff that marking guidelines should be applied.

3. Guidelines for Granting Reasonable Accommodations

3.1 Alternative Venues

Learners with disabilities receiving reasonable accommodations normally sit their examinations in a different venue to their peer group. These venues are normally shared with other learners. Only in exceptional circumstances will a learner with a disability sit an examination in a room of their own.

3.2 Time Allowance

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

Guidelines for determining reasonable accommodations for learners with a disability who have a reading, writing, or spelling difficulty are listed in Appendix 1.

Extra time is set at 10 minutes per hour. This may be granted in the following situations:

- a) Where the average speed of communication under the reading of the candidate is below that of candidates without a disability;
- b) Where a candidate's communication is affected as they have limited strength or flexibility;
- c) Where disability worsens due to stress and or environmental variations (e.g. psychological or psychiatric conditions, epilepsy, arthritis)
- d) Where candidates experience pain and or muscular spasms.

In exceptional circumstances, this extra time may be extended.

3.3 Guidelines for the Provision of Rest Breaks in Examinations

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

Please note the following in relation to rest breaks:

- Rest breaks should be considered as pauses in the exam and the exam time should be stopped when a learner takes a rest break. Learners will usually have 10 minutes per hour. Learners requiring rest breaks will be provided with additional time in order to take a break if they wish.
- Learners should tell the invigilator when they wish to have a rest break. They may take as much or as little out of their allocation as they wish at any one time.
- Learners can choose to stay in the room for their rest break or may leave the room if supervised. This can include going to the bathroom, taking a drink or snack if recommended, or moving around to relieve physical discomfort.
- Learners may not talk about or work on the examination during their rest breaks. The learner's examination papers should not be accessible to them during rest breaks.

3.4 Guidelines for Examiners when Marking Scripts

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

If a core component of assessment is that of competence in spelling, grammar, and written expression, it is not possible to disregard these elements (for example, languages, and journalism).

Please see Guidelines for Examiners when Marking Scripts from Learners with a Disability who have Reading, Writing, or Spelling Difficulties in Appendix 2.

3.5 Scribe

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

If a core component of assessment is that of competence in spelling, grammar, and written expression, it is not possible to disregard these elements. In other subjects testing written communication skills, including English or Irish, a scribe will be allowed, but the learner will be assessed only on those aspects of written communication that they can demonstrate independently, such as the use of language and effective grammatical presentation.

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

Guidelines for determining reasonable accommodations for learners with a disability who have a reading, writing, or spelling difficulty are listed in Appendix 2.

Please see Procedures for the Provision of Scribes in Examinations.

3.6 Voice Recognition Software

A learner who is eligible for a scribe may use a computer with voice recognition software. The use of a computer with voice recognition software requires a separate examination venue and invigilator.

3.7 Screen Reading Software

A learner who is eligible for a computer or a scribe may use screen reading software e.g. JAWS. The use of a computer with this software requires a separate examination venue and invigilator. The exam paper will need to be provided in electronic format by King's Inns.

3.8 Reader

Learners whose ability to read is significantly impacted by a disability may require a reader in examinations.

Most learners will be accommodated together in the same venue with a shared reader. Only in exceptional cases, an individual reader may be required.

In most cases, learners will use assistive technology (for example, text-to-speech software) to read the examination paper. Where the learner is using assistive technology an electronic paper (PDF format) will need to be provided by King's Inns.

If the examination is assessing competence in reading and reading comprehension the provision of a reader may not be appropriate.

Guidelines for determining reasonable accommodations for learners with a disability who have a reading, writing, or spelling difficulty are listed in Appendix 2.

Please see Procedures for the Provision of Readers in Examinations.

3.9 Sign Language Interpreters

A sign language interpreter translates oral-based language, text, and speech, into Irish Sign Language (ISL) so a deaf person can understand what is being communicated.

Where a learner's first language is ISL an interpreter may, if requested, be made available to translate the examination paper into ISL.

An interpreter may also be made available to facilitate a learner whose first language is ISL in answering the examination questions in ISL. This can be done in one of the following ways:

- The learner may wish to sign their examination and to have this simultaneously transcribed by a scribe.
- In exceptional circumstances where learning outcomes cannot be assessed by any other mode, recorded presentation of assignments or examinations in ISL may be permitted.

If a learner signs the examination to a scribe or on video, additional time, a separate examination venue and appropriate invigilation will be granted.

Please see Procedures for the Provision of Irish Sign Language Interpreters in Examinations.

3.10 Furniture in Examination Venues

Learners with disabilities may require alternative furniture (i.e. high-backed, adjustable chair, height-adjustable desk, etc.) in examination venues.

3.11 Personal Assistants

Learners who have a Personal Assistant may require the Personal Assistant to attend the examination venue.

3.12 Examination Papers in Alternative Formats

- Learners who are visually impaired may require examination papers in enlarged print.
- Learners who are blind or vision impaired, and fluent Braille readers may require a Braille version of the examination paper.
- Learners who have difficulty reading the examination paper may require coloured overlays.
- Examination papers or assessments may be provided in audio, braille, speech synthesiser-friendly format or by way of a reader.

PROCEDURES FOR THE GRANTING OF REASONABLE ACCOMMODATIONS IN EXAMINATIONS TO LEARNERS WITH DISABILITIES

Appendix 1 - Procedures for the Provision of Alternative Venues for Examinations

King's Inns should ensure the following in relation to alternative examination venues:

- Alternative venues should be fully accessible to learners with disabilities.
- The physical space available should be appropriate for the effective provision of reasonable accommodation, for example:
 - A large table to accommodate enlarged papers; Braille material, and/or technological aids.
 - Adequate floor space for manoeuvring wheelchairs, mobility aids, crutches, canes, and any other physical aid.
 - Access to power points for equipment and/or assistive technology.
- It is the responsibility of King's Inns to ensure that all announcements or amendments by lecturers are conveyed to all learners with disabilities sitting examinations in separate examination venues.

Appendix 2 - Guidelines for Examiners when Marking Scripts from Learners with a Disability who have a Reading, Writing or Spelling Difficulty

A learner with a disability who has a reading, writing or spelling difficulty can be disadvantaged when assessment takes the form of a written timed examination. Learner's written work may contain:

1. Surface errors in spelling and grammar such as inaccuracies in the use of tense, grammatical agreement, plurals, spelling, and punctuation.
2. Structural flaws including weak sequencing of ideas, paragraphs, and sentences; unclear expression of cause and effect; lack of competence in using abstract language or lack of awareness of writing genre.
3. Poor written expression such as inconsistent syntax, sentence formation, and paragraph formation.
4. Poor handwriting.

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

1. First, read the script quickly to judge the learner's underlying understanding of the topic; then assess their performance against the learning outcomes. If the script contains all the required elements but does not introduce them in a clear logical order, avoid penalising the learner for a lack of structure in their writing unless this is a stipulated competency being assessed.
2. Errors in spelling do not necessarily mean that the learner is confused about the meaning of the word or its function in their writing. Generally, such errors do not lead to ambiguity and should not be penalised when subject knowledge is being assessed.
3. Do not penalize for poor handwriting.
4. Lexical errors, such as *coarse* for *course*, do not mean that the learner is confused about the meaning of the words. This kind of error should not be penalised unless it leads to ambiguity.
5. Grammatical errors, like incorrect tense endings, lack of subject-verb agreement, and incorrect word order may not affect the meaning of the sentence. For example: *Some of the features of Socratic dialogues where they seek definitions of abstract ideas, cross examining beliefs to expose contradictions and used to use questioning to bring the pupil to recognise the truth.* Here the learner's meaning is clear, the errors do not lead to ambiguity, and the learner should not be penalised.
6. Learners with difficulties in reading, writing, and spelling might not always use punctuation as a tool to clarify meaning. Scripts may contain long sentences that are difficult to follow with indiscriminate punctuation or no punctuation at all. Very

short sentences or fragments of sentences might also be produced. For instance: *The study considered three main areas of research. The effects of frequent drug use the role of the family in the offender's behaviour and the impact of custodial sentences on reoffending.* In this case, the learner's meaning is clear, but errors in punctuation can lead to ambiguity which will be reflected in the mark awarded.

7. Some learners may have restricted vocabulary and use a far more limited range of words than one would expect. Avoid penalising learners who may have an immature style of writing, unless written communication is a specified learning outcome.
8. Where grammar and spelling are core competencies of a course a learner's work must be marked on the basis of accuracy in the language and therefore these marking guidelines will not apply.
9. In all subjects, if a learner's errors make a material difference to the meaning of their work, it will not be possible to classify them as surface errors that do not incur a penalty. For instance, if a nursing learner writes *hypertension* instead of *hypotension*, this will affect the mark awarded.
10. In all subjects, if the surface errors or structural flaws make the learner's work so ambiguous that it is impossible to decipher the meaning, then this diminishes their ability to demonstrate the module's learning outcomes and this would be reflected in the marks awarded.

Appendix 3 - Procedures for Computer Based Examination Accommodations

1. Learner's Responsibilities during Examinations

- The learner must confirm that they are proficient in the use of the technology for examinations. To ensure competence in the use of assistive technology, a number of training sessions may be required.
- Where word processing is required by a learner a minimum typing speed of 20 words per minute (wpm) is recommended. It is the learner's responsibility to be proficient in typing for their examination.
- During an examination it is the learner's responsibility to save their own work.
- If learners have any difficulties during an examination, they must alert the invigilator.

2. The following guidelines should be considered with regard to computer setup:

- Learners should be provided with written guidelines on how to use their software under examination conditions and, if necessary, should attend training sessions prior to the examination period.
- Technical support should be available for each computer-based examination session and at any other necessary stages.
- Sufficient workstations should be available in the examination venue. Appropriate contingency plans should be put in place in the event of any computer malfunction and/or failure during the examination sessions.
- The computer should have an adequate power supply (i.e. should be charged and/or plugged in for the duration of the exam). Where MS Word is used to type examination answers the built-in spelling and grammar checker/thesaurus/encyclopaedia and translation features may be disabled.

3. Computer Based Examinations for Learners who are Blind/Vision Impaired

- The computer must be set up in line with the general computer set-up guidelines.
- For a blind learner, document reading software, word processing facilities, and/or Braille/Braille-related devices and software may be needed.
- For a learner with low vision, screen magnification software and word processing facilities may be required. For screen magnification, a large computer monitor may also be required.

4. Procedures for the Use of a Computer as a Reader

- Computer software that reads out an electronic paper, but does not decode or interpret the paper, may be used in place of a personal reader. The software must

be tested to ensure it reads the electronic examination paper accurately. Academic departments should adhere to clear print guidelines when creating electronic examination papers.

5. Procedures for the Use of Voice Recognition Software

- Learners who qualify for the use of Voice Recognition Software in an examination must develop a mature voice file with appropriate subject-specific vocabulary.
- Ensure the computer being used meets at least the minimum software requirements as set out in the manufacturer's guidelines.
- Ensure the USB headset has been installed and tested with the software prior to the examination.
- The examination must be held in a separate venue where the accuracy of the software cannot be impacted by external noise.
- User voice files may be transferred to the PC that will be used for the exam. This would be carried out and tested by the Assistive Technology Officer.
- The invigilator may be required to scribe if Voice Recognition Software is being used and there are any handwritten requirements, for example: diagrams, formulas, or other modelled answers. This would only be allowed under exceptional circumstances.

6. Procedures for the Provision of Scribes in Examinations

The role of a scribe is to record a learner's dictated answers in an examination. Procedures for King's Inns:

- The scribe should be an independent person and not known to the learner.
- In some instances, the scribe may also act as the invigilator for the examination.
- Sometimes a learner may require a reader and a scribe. In such instances, the same person may act as both.
- A recording of the session is recommended as this will act as a secondary source of information for the examiner if required and it allows for the checking of material presented.
- Scribes should have proficient typing skills if typing a learner's dictated answers and should be capable of writing legibly at appropriate speed if writing a learner's dictated answers.
- Scribes should have a good working knowledge of the subject being examined.
- A scribe will only be provided where a candidate cannot use a computer due to the nature of their disability.

Procedures for Scribes:

- The scribe is required to produce an accurate record of the learner's answers and to write/type at an appropriate speed.
- The scribe should arrive before the commencement of the examination, allowing sufficient time to make seating arrangements and to agree on guidelines for:
 - Presentation
 - Spelling
 - Punctuation
 - New paragraphs etc.
- King's Inns may require that the examination script be submitted in electronic format and that the examination material be recorded on an official computer located in King's Inns, not on a laptop belonging to the learner or scribe.
- If using a computer, the scribe should ensure the computer is set to automatically save work regularly (every 3 to 5 minutes). If using Microsoft Word, go to Tools/Options/Save and select the preferred time.
- If the learner writes notes, essay plans, or illustrations, these should be included with the examination script. For example, the learner might draw rough diagrams from which the scribe will draw a final version and include both copies with the examination script.
- The scribe must carry out other duties as detailed in the description for a scribe.
- A scribe must not provide any factual help or offer suggestions to a candidate.
- A scribe must not advise the candidate on how to organise responses to questions.

2. Procedures for the Provision of Readers in Examinations

The role of a reader in examinations is to read the examination questions only. Most learners will be accommodated together in the same venue with a shared reader. In exceptional cases, only an individual reader may be required.

Procedures for King's Inns:

- The reader should be an independent person and not known to the learner.
- In the case of a foreign language, scientific, mathematical, or technical subject, the reader should ideally have a working knowledge of that subject/language.
- The reader should be able to read the examination paper accurately and at a reasonable rate.
- In some instances, the reader may also act as the invigilator for the examination.
- Sometimes a learner may require a reader and a scribe. In such instances, the

same person may act as both.

Procedures for Readers:

- The reader should not provide content to the learner or offer any suggestions.
- The reader should not advise the learner on which questions to attempt when to move on to the next question, or the order in which questions should be attempted.
- Instructions given on the examination paper can only be repeated when the reader is specifically requested to do so by the learner.
- The reader should make no other comment or use any intonation which emphasises any part of the examination questions, nor make any interpretation of the examination question(s).
- The reader should not discuss any matter with the learner during the examination unless it relates to the re-reading of an examination question (having been requested to do so by the learner).
- A reader must not advise the candidate on how to organise responses to questions.

3. Working with Vision-Impaired Learners

- Readers should read the examination questions as often as requested.
- Readers should provide information regarding time elapsed and time remaining.
- Readers should help a learner using tactile maps, diagrams, graphs, and tables to extract the information that the print copy would provide to a sighted learner.
- Readers should give the spelling of a word on an examination paper if requested.
- Readers should report any communication problems during the examination to the invigilator.

4. Procedures for the Provision of Irish Sign Language Interpreters in Examinations

- The interpreter should arrive before the commencement of the examination, to make seating arrangements and to interpret interactions between invigilators and learners. This time should also be used as an opportunity for the learner and the interpreter to become familiar with each other's communication styles.
- The interpreter should translate all announcements and information given by the invigilator prior to and during the examination.
- The interpreter should translate all interactions between the examiner and the learner, including questions and clarifications. The interpreter should interpret no other speech/sign, nor go beyond the learner's or the invigilator's/examiner's communications.
- The learner may request that the interpreter translate questions from the written examination paper. If, following translation, there is a need for further clarification, the interpreter may attempt to rephrase their interpretation, but they must not attempt to introduce additional information over and above that which is specifically mentioned in the question. Any further clarification that is sought should be referred to the examiner and not offered by the interpreter.
- Where a learner's first language is ISL an interpreter may, if requested, offer a translation of ISL vocabulary into English; this may include offering the spelling of words in English on the basis of ISL vocabulary.
- The interpreter must not provide additional examples or contextual information, nor should they attempt to provide guidance to the learner in answering a question.
- If a learner wishes to sign their assignment or examination and to have this simultaneously transcribed by a scribe, the interpreter may seek clarification, as is normal in interpreted interaction. This should be done in a manner that reduces the impact on the learner's flow. If the interpreter is seeking frequent clarification, the matter should be raised with King's Inns at the earliest opportunity, and a suitable replacement for further examinations should be found.

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