

## Reasonable Accommodation Policy (LID-Pol-084)

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<b>Related Documents</b>	LID-Pol-082 – Learner Supports Policy LID-Pol-071 – Appeals Policy LID-F-085 – Reasonable Accommodation Application Form

## 1. Purpose

The purpose of this policy is to ensure that all prospective and enrolled learners with a disability or long-term illness are provided with fair and equal access to RCPI's Education Programmes. RCPI is committed to ensuring compliance with relevant equality legislation, including the Equal Status Act (2000), and best practice in higher education. This policy also provides guidance on the provision of reasonable accommodation, ensuring that learners can participate in education without unnecessary disadvantage while maintaining academic integrity.

## 2. Scope

This policy applies to all prospective and enrolled learners with a disability or acute / chronic illness and who are engaged in an RCPI Education Programme. It is applicable from the point of registration and throughout the learner's studies. The policy covers all aspects of learning, including teaching, assessment, and examinations. All staff involved in delivery, including Programme Leads, faculty, and Programme Exam Boards, are responsible for ensuring compliance with this policy.

## 3. Responsibilities

It is the responsibility of the Head of Function to ensure this policy is implemented and complied with by staff administering RCPI education programmes.

Other responsibilities include:

- Programme Leads ensure that reasonable accommodations are considered in their programmes and that requests for reasonable accommodations are considered in line with this policy.
- Programme coordinators and managers act as the point of contact for reasonable accommodation applications
- Tutors and Examiners ensure that agreed accommodations are implemented fairly in teaching and assessment.

## 4. Reasonable Accommodation - Guiding Principles

- 4.1 It is the policy of RCPI to accept all applications for entry to its programmes, regardless of any disability or long term illness and ensure that they are treated in a fair and equal manner.
- 4.2 RCPI will review the applications with a view to identifying and arranging a suitable and reasonable accommodation for the individual need.
- 4.3 RCPI will endeavour to alleviate the impact of a disability or illness on academic performance, while also ensuring (in the interest of fairness to all learners) that:
  - 4.3.1 The accommodation given is reasonable in nature.
  - 4.3.2 All parties recognise that, as an academic awarding body, RCPI cannot influence any workplace accommodations that may be required.
  - 4.3.3 No advantage is afforded by the reasonable accommodation.
  - 4.3.4 The accommodation will not alter the fundamental learning outcomes of the education programme.
- 4.4 RCPI will treat any information submitted in relation to a request for Reasonable Accommodation with due respect to right to privacy of the individual in accordance with the GDPR.
- 4.5 Reasonable Accommodation will not normally be applied retrospectively for a programme. In seeking retrospective consideration of an issue, candidates may utilise LID-Pol-071 to make a Programme Board / Programme Exam Board aware of mitigating circumstances which were not known to the relevant board at the time which a decision was made. In such cases, the learner must provide a valid justification for why these circumstances could not have been disclosed earlier.

## 5. Applying for Reasonable Accommodation

- 5.1 At time of application or as manifests throughout their studies, learners should advise RCPI of any disability or illness which may impact their studies.
- 5.2 Applicants must submit the completed [Reasonable Accommodation Application Form \(LID-F-085\)](#) to the Programme Coordinator, including
  - 5.2.1 The presenting issue and it's impact on their learning or demonstration of learning
  - 5.2.2 A verifiable statement of their presenting issue from an appropriate professional (GP, Psychology, Occupational Medicine etc).

## 6. Assessment and Outcome of a Reasonable Accommodations Application

- 6.1 The Academic Board will maintain a schedule of accommodations which may be applied to a learner on a programme as detailed in ANNEX 1. Accommodations falling outside this schedule will be agreed between RCPI Head of Function, Programme Lead and Dean of Education.
- 6.2 The Programme Coordinator will review the application and liaise with the Programme Lead to determine appropriate accommodations which may apply.
- 6.3 Where necessary and with the applicant's consent, the Programme Lead may seek guidance from an external expert (e.g., medical or educational specialist) to assess the appropriateness of a requested accommodation.
- 6.4 The final decision on reasonable accommodations rests with the Programme Lead, subject to approval by the Programme Board.
- 6.5 Where an applicant is not satisfied with the outcome of the Reasonable Accommodation application, they may appeal the decision through the Appeals Policy (LID-Pol-071)

## 7. Reference Documents

ENQA (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) –

[https://enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

Equal Status Act (2000)

<http://www.irishstatutebook.ie/eli/2000/act/8/enacted/en/html>

Quality Qualifications Ireland (2016) Core Statutory Quality Assurance Guidelines –

<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

## ANNEX 1

### Schedule of Reasonable Accommodations

Upon consideration of an application for a Reasonable Accommodation, a Programme Board may provide accommodations to learners in line with the below schedule. Accommodations falling outside this schedule will be agreed between RCPI Head of Function, Programme Lead and Dean of Education.

#### Teaching and Learning Adjustments

Accommodation	Description	Examples
Accessible Learning Materials	Course materials provided in alternative formats	Large print, screen-reader-friendly documents etc.
Lecture Recording	If not online, learner may be granted permission to record lectures for personal use	Audio/video recordings (where permitted)
Live Captioning	Real-time subtitles for lectures	AI-Powered transcription
Frequency Modulation Systems	Audio amplification for hearing impairments	Induction Loop technology Personal Listening devices
Note-Taking Support	Provision of a note-taker or access to shared notes	Peer note-sharing or RCPI-approved note-takers
Preferential Seating	Reserved seating to accommodate physical or sensory needs	Front-row seating for hearing impairments
Extended Deadlines	Adjusted deadlines for coursework due to disability / illness related challenges	Agreed extended submission timelines

#### Assessment & Examination Accommodations

Accommodation	Description	Examples
Extra Time	Additional time for timed assessments	Typically, 10-25% extra time
Separate Exam Room	Quiet space for learners with concentration difficulties	Individual or small-group setting
Assistive Technology	Use of digital tools during exams	Screen readers, speech-to-text software
Alternative Assessment Format	Adjustments to assessment method	Oral instead of written exams for dyslexia
Scribe or Reader	Trained individual to assist in exams	Scribe writes dictated answers
Breaks During Exams	Supervised rest breaks	Extra breaks for medical conditions
Modified Exam Papers	Adjusted formatting for accessibility	Enlarged text, colour contrast changes