

Policy on Reasonable Accommodation in Assessment

Policy Procedure Protocol Guideline

Office of the Nursing and Midwifery Services Director (ONMSD): Consortium of Centres of Nursing and Midwifery Education (CCNME)

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1.0 Purpose

The purpose of this policy is to outline the process for adapting assessment methodologies, as far as practicable, to accommodate for the needs of learners with a learning difficulty, or a disability, or a medical condition, with an equal opportunity to demonstrate achievement of the standards being assessed on the programme.

2.0 Scope

This policy applies to:

Academic Council	Programme Board & Programme Committees	Board of Examiners	CCNME Programme Teams	Learner
✓	✓	✓	✓	✓

3.0 Policy Statement

CCNME quality assurance policies and procedures are underpinned by the Charter for Inclusive Teaching and Learning (AHEAD). The CCNME is committed to ensuring, as far as practical, and within the framework of current legislative requirements, that learners with disabilities have equal access to, and participate in all examinations and assessments procedures..For the purpose of this policy, the definition of disability is that encompassed by the Equal Status Acts 2000-2011 (as amended from time to time) and applies to any learner who may be regarded as having a disability under those Acts.

4.0 Roles and Responsibilities

	Academic Council	Programme Board & Programme Committees	Board of Examiners	CCNME Programme Teams	Learner
Responsible for Implementation	✓	✓	✓	✓	✓
Responsible for Monitoring & Review	✓	✓	✓	✓	✓

4.1 Programme Board

- 4.1.1 Monitor the process of reasonable accommodation applications and monitor reasonable accommodation measures implemented

4.2 Programme Committees

- 4.2.1 Signpost prospective applicants to reasonable accommodation policy and procedure;
- 4.2.2 Ensure accuracy of information provided to prospective learners;

- 4.2.3 Monitor reasonable accommodation measures implemented;
- 4.2.4 Devise adaptations to assessments, examinations, and marking guidelines for learners who are granted reasonable accommodations prior to submission for review by the External Examiner;
- 4.2.5 Present learner applications for reasonable accommodations for review by the External Examiner/ External Authenticator at Board of Examiners;
- 4.2.6 Collate information received from programme teams relevant to reasonable accommodation applications/measures granted.

4.3 Quality Enhancement Committee

- 4.3.1 Provide an annual report to Academic Council of all reasonable accommodations granted to include number of applications, and accommodations granted.
- 4.3.2 Monitor reasonable accommodation resources and seek additional guidance from external sources e.g. AHEAD.

4.4 Board of Examiners

- 4.4.1 Consider all learner applications for reasonable accommodations in the awarding of final results

4.5 CCNME Programme Teams

- 4.5.1 Ensures staff are familiar with this policy and procedure and are made operational within the Centre
- 4.5.2 Directs applicants to the policy and procedure for reasonable accommodation upon advertisement of the programme.
- 4.5.3 Informs all learners of the procedure for requesting reasonable accommodation.
- 4.5.4 Respects learner's decision to disclose or not, any disabilities/conditions.
- 4.5.5 Processes and securely store learner's application form and subsequent documentation in line with GDPR.
- 4.5.6 Liaises with the Director of the Centre of receipt of completed application form from learners.
- 4.5.7 Informs the learner of the outcome of reasonable accommodation application.
- 4.5.8 Communicates with the relevant staff and external examiners, following consent of the learner, to support the implementation of the learner's reasonable accommodation.
- 4.5.9 Reviews applications for reasonable accommodation, incorporates recommendations, if any, into the annual programme monitoring, review and evaluation report prior to submission to Programme Committee

4.6 Learner

- 4.6.1 With a disability who do not require reasonable accommodation are not obliged to disclose their disability/condition.
- 4.6.2 Adhere to the policy, procedure and timeframes when applying for reasonable accommodation.

- 4.6.3 Complete the Reasonable Accommodation Application Form (Appendix 1) and provide documentation from an acceptable professional source verifying the nature of the disability.
- 4.6.4 Submit the completed application form and accompanying documentation to the Programme Coordinator in a timely manner.
- 4.6.5 Are aware that the provision of reasonable accommodations will be made known to the relevant teaching, administrative and support staff.
- 4.6.6 Who are refused reasonable accommodations can appeal the decision, in writing to the Programme Co-ordinator within 3 days from receipt of the decision in accordance with the policy on assessment appeals.

5.0 Document Control

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Author	Consortium of Centres of Nursing and Midwifery Education (CCNME)	
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	V.1.0	04/11/2022
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Supporting Documentation	<ul style="list-style-type: none"> • Association for Higher Education Access & Disability (AHEAD. (2020). <i>Charter for Inclusive Teaching and Learning</i> [online]. Available from: https://www.ahead.ie/userfiles/files/shop/free/Charter4InclusiveTeachingAndLearning.pdf [accessed 20 June 2022]. • European Association for Quality Assurance in Higher Education (ENQA). (2015). <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</i> [online]. Available from: https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf [accessed 22 April 2022]. • Nursing and Midwifery Board of Ireland (NMBI). (2015). <i>Post Registration Nursing and Midwifery Programme: Standards and Requirements</i> [online]. Available from: https://www.nmbi.ie/NMBI/media/NMBI/Post-registration-nursing-midwifery-programmes.pdf?ext=.pdf [accessed 23 January 2022]. • Quality and Qualifications Ireland (QQI). (2013). <i>Quality Assuring Assessment Guidelines for Providers Revised 2013</i> [online]. Available from: https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-for-providers-revised-2013.pdf [accessed 30 January 2022]. 	
Related Policies & Procedures	<ul style="list-style-type: none"> • Policy on Assessment of Learners [PDF, 8 Pages] • Procedure on Assessment of Learners [PDF, 7 Pages] 	

	<ul style="list-style-type: none"> • Policy on Reasonable Accommodation in Assessment [PDF, 5 Pages] • Procedure on Reasonable Accommodation in Assessment [PDF, 5 Pages] • Policy on Submission of Assessment [PDF, 4 Pages] • Procedure on Submission of Assessment [PDF, 5 Pages] • Policy on Security of Assessment [PDF, 4 Pages] • Procedure on Security of Assessment [PDF, 8 Pages] • Procedure on Regulations for the Conduct of Written Examinations [PDF, 8 Pages] • Policy on Grading and Certification of Learner Assessment [PDF, 6 Pages] • Procedure on Grading and Certification of Learner Assessment [PDF, 8 Pages] • Policy on Internal Verification as part of the Authentication Process (FET) [PDF, 6 Pages] • Procedure for Internal Verification as part of the Authentication Process (FET) [PDF, 4 Pages] • Policy on External Authentication (FET) [PDF, 6 Pages] • Procedure on External Authentication (FET) [PDF, 4 Pages] • Policy and Procedure on Board of Examiners: Results Approval Panel [PDF, 6 Pages] • Policy on External Examination (HET) [PDF, 9 Pages] • Procedure on the Process of Board of Examiners Meetings for QQI HET Validated Programmes [PDF, 8 Pages] • Policy on Assessment Appeals [PDF, 7 Pages] • Procedure on Review, Recheck and Appeal of Learner Assessment Decisions [PDF, 6 Pages] • Policy on Promoting and Maintaining Academic Integrity [PDF, 7 Pages] • Procedure on Promotion of Academic Integrity among Learners [PDF, 5 Pages]
Related Resources	<ul style="list-style-type: none"> • Learner Code of Conduct • Learner Programme Handbook • Reasonable Accommodation Application Form • Assessment Schedule