



# Access Arrangements and Reasonable Adjustments

## Guidelines for St Thomas More College

Version 1 -  
July, 2019

### Summary and Overview

*The following summary provides a brief overview of the critical points required to negotiate AARA conditions. Please refer to the full guidelines commencing P3, for further explanation, refer to Appendix 1, or visit QCAA website. Appendix 1 provides the full AARA documentation.*

Access arrangements and reasonable adjustments (AARA) minimize barriers for eligible students to demonstrate their learning, knowledge and skills in assessment for:

- Applied; Applied Essential; General; General Extension; Senior External Examination subjects; and Short Courses may be either principal-reported (Units 1 and 2) or QCAA-approved (Units 3 and 4).

### Eligibility

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and /or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed. These barriers fall into three broad categories:

1. Permanent, temporary
2. Temporary (including illness or injury)
3. Intermittent.

The QCAA uses broad application categories for AARA eligibility:

1. Cognitive
2. Physical (including illness or injury)
3. Sensory
4. Socio/emotional

Eligibility guidelines for disability, illness and misadventure (i.e. unforeseen circumstances), see page 7.

### Ineligibility

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays, sporting competitions\*)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

## Guidelines for reasonable adjustments

The Disability Standards for Education 2005 provide schools with guidance on making reasonable adjustments. To comply with the standards, schools consult with the student and the parent/ carer as part of the process to personalize learning, along with regular reviews to change/withdraw adjustments. Many students with disability can achieve educational standards equal to their peers and not all students with disability will require adjustments to the curriculum, instruction, environment or assessment conditions. Reasonable adjustments are:

1. Individual – understanding that each student is unique and has individual learning needs even if they have similar disabilities
2. Flexible – recognizing that students' needs and contexts change over time
3. Agreed – balancing the interests of all parties

However, when a reasonable adjustment is made:

- Students with disability requiring adjustments to one aspect of their learning may not require the same adjustment, if any, to another aspect
- Students with the same disability may not require equivalent adjustments
- Not every student with disability will require ongoing adjustments.

## What are reasonable?

Reasonable adjustments are actions taken to enable students with disability to participate in education on the same basis as other students while balancing the interests of all parties. Reasonable adjustments to assessment:

- Maintain the academic requirements of the course or program, and other requirements of components that are inherent or essential.
- Ensure the assessment objectives are retained and the intention of the assessment is met.

An adjustment is reasonable if it achieves all the following:

- Supports a student with disability to participate in education on the same basis as other students
- Considers the student's learning needs
- Balances the interests, including safety, of all parties, such as the student with disability, staff members and other students.

## Summary of 3 AARA documentation requirements

The following documentation is required to apply for AARA in all units.

1. **Confidential student statement** - must be completed as part of an application for AARA. The information provided needs to be current and relate to the relevant assessment period. Student and parent signature required on this statement (Refer to Appendix 2).
2. **Confidential medical report** - to be completed by student's general practitioner (GP), medical specialist, or psychologist (registered under QLD's Medical Practitioners Registration Act 2001 and / or QLD's Psychologists Registration Act 2001, and who is not related to the student or employed by the school. Student and parent signature required on this report (Refer to Appendix 3). **Please note:** this document is comprehensive and may require a planned approach including a significant time allowance for GP or medical personnel to complete.
3. **Confidential school statement** – must be submitted with all applications for QCAA-approved AARA. Principal delegate signature required on this report (Refer to Appendix 4).

**St Thomas More College Application – 6 steps to follow.**

1. Parents / guardians request consideration for “Application for Access Arrangements and Reasonable Adjustments” process.
2. Initial ‘Consultation Meeting’ to be organised with STMC Learning Enhancement through email to the Curriculum Leader - Learning Enhancement, to obtain all three documents, for each individual assessment item.
  - a. The STMC Learning Enhancement team, liaises with students, parents / carers, school staff and professionals, as required, to determine which students are eligible for AARA.
  - b. Parents / guardians collect information and supporting documentation / evidence as required to inform decisions and /or application for AARA.
  - c. For each student on STMC Special Provision support, students consult with Learning Enhancement team about their upcoming principal-reported (Units 1 and 2) or QCAA-approved (Units 3 and 4).
3. Student name, School and LUI number, must be provided on all three documents.
4. Submission ‘Consultation meeting’ to be organised through Mrs Lord, Learning Enhancement in collaboration with class teacher / Academic Leader of the subject of which AARA is being sought.
5. Final consultation with the Assistant Principal - Senior Schooling.
6. For each student, the school shares decisions about AARA with students, parents / carers and school staff, via email confirmation of approval process. Further, the school administers assessment instruments using AARA.

**Important notes Principal reported (Year 10, Units 1 and 2), QCAA reported (Units 3 and 4).**

<b>Important note 1, Principal - reported AARA</b>	<b>Important note 2, QCAA - approved AARA</b> (application may also include notification of Principal-reported AARA)
For each student, the school submits notifications of principal – reported AARA, via the QCAA Portal	For each student, the school submits an application including supporting documentation, via the QCAA Portal, by the date specified in the SEP Calendar.
School retains supporting documentation.	The QCAA communicates decisions to schools via the QCAA Portal.
<b>Submission Dates</b>	
For alternative format papers – by end of February of the Formative Year (Units 1 and 2)	For alternative format papers – by end of February of the Summative Year (Units 3 and 4)
Submission for Long Term or Chronic Conditions - Due by end of Term 1, of Formative Year (Units 1 and 2).	Submission for Long Term or Chronic Conditions - Due by end of Term 1, of Summative Year (Units 3 and 4).
Submission for Short Term or Temporary Conditions – Finalised and submitted by end of Week 5 Term 3, in the Formative Year.	Submission for Short Term or Temporary Conditions – Finalised and submitted by end of Week 5 Term 3, in the Summative Year.
Principal Reports – AARA only, notification is due prior to the relevant confirmation event (by end of Term 3 in the assessment year).	Principal Reports – AARA only, notification is due prior to the relevant confirmation event (by end of Term 3 in the assessment year).

**Important note:** - Please view ‘Currency requirements’ for AARA applications — Units 3 and 4, below. The following table is a **Summary of documentation requirements for AARA**. The list of possible AARA examples is not exhaustive and depends on a student’s individual circumstances.

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	Computer Extra time Reader Rest breaks Scribe	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments  School statement	No earlier than Year 10	No earlier than Year 10
Physical	Assistance Computer Extra time Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments  School statement	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than six months prior to the relevant assessment event	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.
Sensory	Alternative format papers Assistance Assistive technology e.g. amplification system, magnification applications Extra time Individual instructions Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments  School statement	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than six months prior to the relevant assessment event	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than 1 April of the assessment year
Socio/emotional	Alternative venue Assistance Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments  School statement	Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event.  Other conditions: No earlier than Year 10	Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.  Other conditions: No earlier than Year 10

## **Appendix 1 - AARA Guidelines**

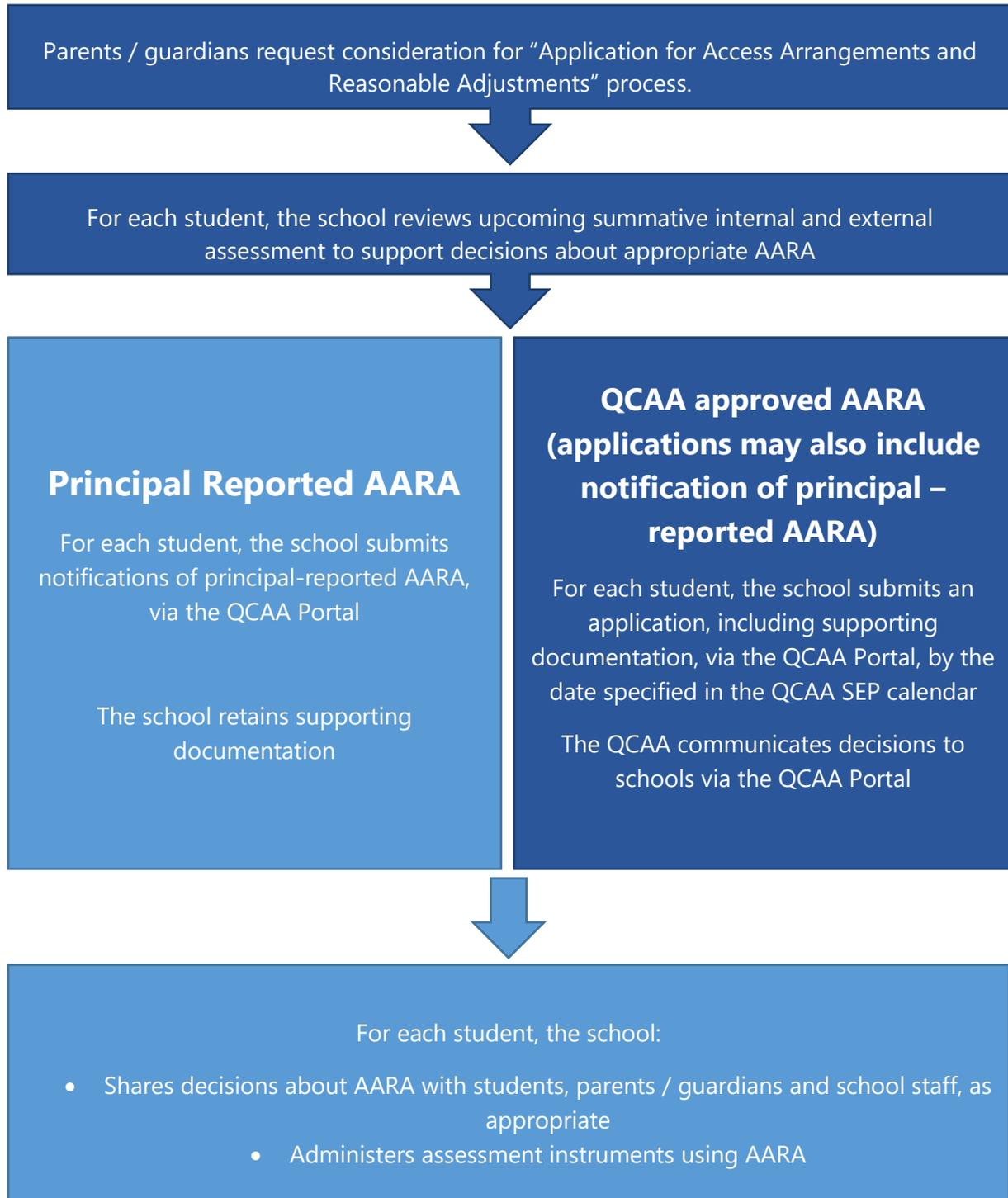
**Disclaimer:** The school attempts to make a true and accurate record, however updates do occur, and for access to the QCAA portal, please click here.

<https://www.qcaa.qld.edu.au/senior/assessment/aara>

### **Contents**

1. Summary of Application and Notification Process
2. Roles and Responsibilities
3. Eligibility
4. Principles
5. Reporting and approving AARA
6. Making Decisions about AARA
7. Possible access arrangements and reasonable adjustments
8. Summary of possible Principal-reported and QCAA-approved AARA
9. Application and notification processes
10. Summary of AARA documentation requirements
11. Illness and misadventure
12. Reviewing a QCAA-approved AARA decision

## 1.0 Summary of Application and Notification Process



## 2.0 Roles and Responsibilities

Under the Australian Government's [Disability Standards for Education 2005](#) (DSE), educational authorities such as the QCAA, and education institutions such as schools, learning providers and school registered training organisations (RTOs) are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/carers about AARA.

### 2.1 Schools

Each school is responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for Applied, Applied (Essential), General and General (Extension), General (Senior External Examinations) subjects and Short Courses. In making decisions about AARA, schools are required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances. For each application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject. Schools:

- check the accuracy of information supplied in the AARA application (see [Section 6.5: Application and notification process](#))
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required
- complete the online application and submit supporting documentation by the due date via the QCAA Portal
- advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA
- advise any other learning providers who might be affected by the AARA applied for.

The principal or principal's delegate may identify a suitable school staff member for managing applications for AARA. For external assessment, when a student is enrolled with more than one learning provider, the main learning provider is responsible for submitting the application for AARA on behalf of the student. Schools may contact the QCAA for more information about AARA by emailing [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

### 2.2 The QCAA

The QCAA sets and amends the directions for assessment under its powers and functions listed in the [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#) and the [Education \(Queensland Curriculum and Assessment Authority\) Regulation 2014](#) (QCAA Regulation). The QCAA is authorised to approve AARA for summative internal assessment, external assessment, Short Courses and Senior External Examinations. QCAA:

- supports schools in understanding eligibility and the application process for AARA
- consults with relevant school staff about student applications for AARA
- monitors notifications of principal-reported AARA from schools
- determines QCAA-approved AARA and notifies schools of decisions via the QCAA Portal.

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.2-roles-responsibilities>>

### 3.0 Eligibility

#### 3.1 AARA Eligibility

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of 'disability' used in the [DDA](#) is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms. Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see [Section 6.6: Illness and misadventure](#)). For more information about supporting documentation required for different eligibility categories and possible adjustments see [Section 6.5.1: Supporting documentation](#).

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.3-eligibility>>

#### 3.2 Ineligibility

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.3-eligibility>>

#### 4.0 Principles to inform AARA

The following principles inform the decisions schools make about AARA.

- **Consultation**— Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA. Schools ensure they maintain respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of AARA.
- **Timeliness**— AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. Schools identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students (see [DSE](#) s. 3.4) so that students have opportunities to demonstrate the assessed knowledge and skills.
- **Standards-based assessment**— The relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study (see [DSE](#) s. 3.4). Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.
- **Effects of AARA**— Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. Schools consider the identified disability, impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments or may need different adjustments in different assessments.
- **Flexibility**— Schools review the AARA provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time. AARA are specific to the individual needs of each student, subject and assessment instrument. Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.1-principles>>

## 5.0 Reporting and approving AARA

Access arrangements and reasonable adjustments (AARA) for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and Short Courses may be either principal-reported or QCAA-approved.

### 5.1 Principal-reported AARA

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student.

In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects. Schools retain supporting documentation for principal-reported AARA (see [Section 6.5:1 Supporting documentation](#)). Schools may be required to supply a copy of supporting documentation as part of the quality assurance processes for AARA or as part of a review process (see [Section 6.7: Reviewing a QCAA-approved AARA decision](#)). The QCAA publishes timelines for principal-reported AARA to enable schools to meet their reporting requirements.

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.4-reporting-approving>>

### 5.2 QCAA-approved AARA

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and for external assessment in General, General (Extension) and General (Senior External Examination) subjects, as defined in the table below. QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal. Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Type of assessment	Adjustment
Summative assessment — internal examination	<ul style="list-style-type: none"><li>• extra time and/or rest breaks</li></ul>
Summative external assessment or Senior External Examination	<ul style="list-style-type: none"><li>• extra time and/or rest breaks</li><li>• format of papers</li><li>• assistance</li><li>• assistive technology, including the use of a computer</li><li>• a reader and/or scribe</li></ul>

	<ul style="list-style-type: none"> <li>• a change of venue or request for alternate venue (changes to rooms should be recorded)</li> <li>• any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible access arrangements and reasonable adjustments.</li> </ul>
--	--

## Summary of the adjustments for which schools are required to apply to the QCAA

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.4-reporting-approving>>

### 6.0 Making decisions about AARA

The principal is responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. When making decisions for principal-reported AARA or when QCAA approval is required, they make decisions based on the particular context for an eligible individual student, for a particular assessment. Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow each student to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instruction may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with diagnosed anxiety may complete a spoken assessment by pre-recording their response, rather than responding in front of the class).

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.4-reporting-approving>>

## 7.0 Possible access arrangements and reasonable adjustments

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Each individual student's circumstances should be considered on a 'case by case' basis, while balancing the interests of the individual and other parties. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed or where there are complex or extensive adjustments. Email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36</li> <li>• black-and-white materials.</li> </ul>	Principal-reported	QCAA-approved	
Assistance	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.</li> </ul>	Principal-reported	QCAA-approved	
Assistive technology	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech-to-text application</li> <li>• magnification application.</li> </ul> <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	Principal-reported	QCAA-approved	

Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported	
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable	
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved	
	Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			

#### Summary of possible principal-reported and QCAA-approved AARA

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.4-reporting-approving>>

### 8.0 Summary of possible Principal-reported and QCAA-approved AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	Examples include: <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36</li> <li>• black-and-white materials.</li> </ul>	Principal-reported	QCAA-approved	
Assistance	Examples include: <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting</li> </ul>	Principal-reported	QCAA-approved	

	the student to start or continue writing / undertaking the assessment task.			
Assistive technology	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech-to-text application</li> <li>• magnification application.</li> </ul> <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	Principal-reported	QCAA-approved	
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported	
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable	
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved	
	Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported	
Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• bite-sized food</li> <li>• drink</li> <li>• blood-glucose monitoring equipment</li> <li>• rest breaks to eat, measure blood-glucose level or access toilet facilities</li> <li>• medication</li> <li>• varied seating and rest time for the practical aspects of managing the condition.</li> </ul>	Principal-reported	Principal-reported	
	Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.			
Extension	An extension to the due date for submission or completion of an:	Principal-reported	Not applicable	

	<ul style="list-style-type: none"> <li>extended response project <i>or</i></li> <li>performance <i>or</i></li> <li>non-examination.</li> </ul>			
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	
Individual instructions	<p>A clean, unannotated copy of the written instructions.</p> <p>The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.</p>	Principal-reported	Principal-reported	
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported	
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> <li>specialised desk or chair, cushion or pillow, crutches, heat or cold pack, towel, lighting, ventilation, temperature, other physical aid.</li> </ul>	Principal-reported	Principal-reported	
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	QCAA-approved	
	Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribe's</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved	
	Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved	
	Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Varied seating	<p>Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> <li>single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> </ul>	Principal-reported	Principal-reported	

	<ul style="list-style-type: none"> <li>seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically.</li> </ul>			
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.</p> <p>Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved	
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> <li>coloured transparency overlay, different lighting, other vision aids.</li> </ul>	Principal-reported	Principal-reported	

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.4-reporting-approving>>

## 9.0 Application and notification processes

The school that is the main learning provider (MLP) must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal. Early applications for all AARA are recommended to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be for known long-term conditions.

MLPs must submit an application to the QCAA, via the QCAA Portal, for QCAA-approved AARA for students undertaking summative internal and external assessment in Units 3 and 4 of Applied and General subjects, and for assessment in General (Senior External Examination) subjects and Short Courses. The MLP must communicate the QCAA decision and relevant information to any other learning providers who enact the access arrangement or the reasonable adjustment for assessment. Where students do not have an MLP that is a school they should contact the QCAA for application details. For more information see Section 6.5.1: Supporting documentation. MLP's must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied and General syllabuses, and for assessment in General and General (Senior External Examination) subjects and Short Courses.

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.5-application-notification>>

## 9.1 Timelines for principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General subjects - internal assessments	Unit 3 and 4 General Subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. braille large print	Due dates are determined by the school.	Applications are due by the end of February in the summative year.  Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions - applications are due by completion of Units 1 and 2.  For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions - applications are due by the end of Term 1 in the summative year.  For short-term conditions or temporary injuries that are unlikely to resolve before mid-October - applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see <a href="#">Section 9.4.1: Confirmation process</a> ).	Notification is due by the end of Term 3 in the assessment year.

Timelines for principal-reported and QCAA-approved AARA

## 9.2 Supporting Documentation

### ***School statement***

A school statement is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student’s disability and/or medical condition on the student’s functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student’s access to the assessment and/or to the student’s ability to communicate a response to assessment
- a list of the student’s previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

The school statement should be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition. Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the appropriate evidence is provided. (See the QCAA website for more information about submitting the school statement.)

### **Student statement (optional)**

The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment. However, the absence of a student statement does not disadvantage an AARA application.

## Medical report

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment. Also professional recommendations regarding AARA.

The QCAA provides a template which may be used by the medical practitioner who is to complete the report. The medical report can be accessed via the QCAA Portal.

The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*), and who is not related to the student or employed by the school.

Schools contact the QCAA for advice if a student is unable to provide a medical report. (See the QCAA website for more information about the medical report template.)

## Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable. Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required (see [Currency of supporting documentation](#)).

## Other evidence

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing.

Where the condition is not medical, students may supply other relevant evidence including:

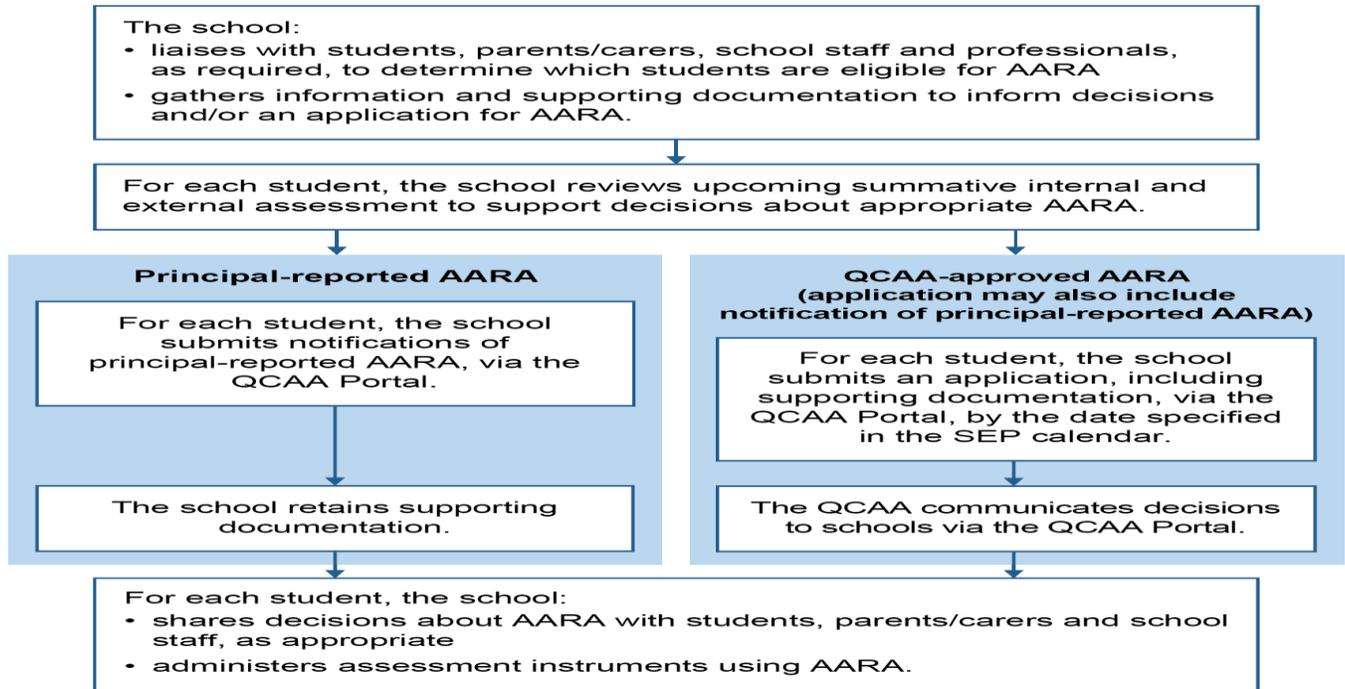
- police reports
- official notices.

Schools are to contact QCAA for further advice where the evidence requirements cannot be met due to extenuating circumstances. For principal reported AARA, schools are required to keep supporting

documentation at the school and may be required to supply the documentation as part of the quality assurance processes for AARA or as part of a review.

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.5-application-notification>>

**Figure 1: Application and notification processes**



### 9.3 Currency of supporting documentation

School statements should be current — they should be written at the time the application for AARA is submitted.

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

#### Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student’s Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where an application has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student’s condition.

A medical report contains all the relevant and current adjustments recommended by the relevant practitioner.

An EAP should cover the duration of the student’s enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.

**Short-term conditions or temporary injuries**

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

From <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.5-application-notification>

**10.0 Summary of AARA documentation requirements**

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student’s individual circumstances.

**Summary of AARA documentation requirements**

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	Computer Extra time Reader Rest breaks Scribe	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments  School statement	No earlier than Year 10	No earlier than Year 10
Physical	Assistance Computer Extra time Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments  School statement	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than six months prior to the relevant assessment event	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.

Sensory	Alternative format papers Assistance Assistive technology e.g. amplification system, magnification applications Extra time Individual instructions Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments School statement	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than six months prior to the relevant assessment event	Long-term conditions: No earlier than Year 10  Temporary conditions: No earlier than 1 April of the assessment year
Social/ emotional	Alternative venue Assistance Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments School statement	Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event.  Other conditions: No earlier than Year 10	Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.  Other conditions: No earlier than Year 10

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.5-application-notification>>

### 11.0 Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student’s control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student’s own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student’s performance in external assessment.

- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

### **11.1 Illness and misadventure - internal assessment**

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation (see [Supporting documentation](#)) via the QCAA Portal.

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions (see Section 6.6.1: Illness and misadventure — internal assessment)

### **11.2 Illness and misadventure — external assessment and senior external examinations (SEE)**

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment coordinator (see [Section 10.4: External assessment roles and responsibilities](#)).

Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

### **11.3 Submitting an application for illness and misadventure for external assessment**

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

Submitting an application for illness and misadventure for the Senior External Examination

Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued.

No alternative arrangements can be made if a student does not attend a scheduled written examination.

A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. Reasons for non-attendance may include illness or misadventure. A telephone examination for the oral component only may be arranged in extenuating circumstances.

#### **11.4 Supporting documentation**

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report.

#### **11.5 Currency of supporting documentation**

Supporting documentation must cover the date of the assessment for which the application is made.

Timelines for applications

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation (see [Section 9.4.2: Confirmation timelines](#)).

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.6-illness-misadventure>>

## **12.0 Reviewing a QCAA-approved AARA decision**

A school may request a review of a decision about QCAA-approved AARA. The process and timeline for this review will depend on the type of assessment — internal or external. These processes and timelines will be communicated by the QCAA.

From <<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.7-reviewing-a-decision>>