



ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA) – INCLUDING ILLNESS & MISADVENTURE – POLICY

1. Introduction

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access Arrangements and Reasonable Adjustments (AARA) are designed to assist these students. There are two types of AARA: Principal-reported and Queensland Curriculum and Assessment Authority (QCAA)-Approved.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of a disability can access assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with an 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.

2. Principles of AARA

Consultation – Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA. The school ensures the respect for the dignity and privacy of the student is maintained.

Timelines – AARA are planned and negotiated as early as possible.

Standards-based assessment – The relevant exit or reporting standards are used to make judgements about student achievement. The intent and rigour of the assessment must be maintained. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgements about student work and are not modified.

Effects of AARA – 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 is considered. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration.

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.

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.

3. Eligibility

AARA is provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstance may affect their ability to read, respond to or participate in assessment.



These barriers fall into three broad categories

- Permanent
- Temporary
- Intermittent

The broad application categories for AARA eligibility are:

- Cognitive
- Physical
- Sensory
- Social/emotional

4. 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).

5. Required Documentation

School Statement – to be completed by the staff member most familiar with the needs of the student. See Appendix A.

Student Statement (Optional) – how does your disability, impairment and/or medical condition affect you in assessment.

Medical Report – All medical related AARA must have a medical report (**completed on the QCAA medical report template**) 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.
- Professional recommendations regarding AARA

Other evidence – where the condition is not medical, students may supply other relevant evidence including:

- Police Reports
- Official notices

For principal-reported AARA, the school is 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.



6. Making decisions about AARA

Principals are responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval.

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
- How the student responds to the assessment
- The time allowed
- The scheduling
- The environment in which the assessment is undertaken
- The mode of the assessment

Possible principal-reported and QCAA-approved AARA:

Note - the school is required to contact the QCAA for pre-application advice for any adjustments not listed below.

- | | |
|------------------------------|---------------------------------------|
| a. Alternative format papers | k. Individual instructions |
| b. Assistance | l. Medication |
| c. Assistive technology | m. Physical equipment and environment |
| d. Bite-sized food | n. Reader |
| e. Comparable assessment | o. Rest breaks |
| f. Computer | p. Scribe |
| g. Drink | q. Varied seating |
| h. Diabetes management | r. Variation to venue |
| i. Extension | s. Vision aids |
| j. Extra time | |

7. Due dates

Applications for AARA are due prior to the assessment event.

QCAA-approved AARA – Unit 3 & 4 Internal Assessment – for existing long-term & chronic conditions, applications are due by completion of Units 1 & 2. For all others, applications are due **as soon as possible** before the assessment event.

QCAA-approved AARA – Unit 3 & 4 external assessments and General (Senior External Examination) subjects – for existing long-term & 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 be resolved by mid-October – applications are due **by the end of Week 5 Term 3** in the summative year.

Principal-reported AARA – Internal Assessment – Application is due prior to the assessment event.

Principal-reported AARA – Unit 3 & 4 External Assessment and General Senior External Examination – by the end of Term 3 in the assessment year.



Where the application for AARA has not been approved, any work submitted on or prior to the due date will be marked.

8. Illness & Misadventure

8.1 Illness and Misadventure definition

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions of illness and misadventure. 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.

8.2 Non-attendance during internal assessment

If ill and unable to attend school for internal assessment, a student should inform the Head of Department – Senior Schooling and assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session.

Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where a 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 judgement about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence must 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.

Applications for illness and misadventure provisions are submitted to QCAA with supporting documentation via the QCAA Portal.

8.3 Non-attendance during external assessment

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. Applications for illness and misadventure provisions are submitted to QCAA with supporting documentation via the QCAA Portal.



8.4 Supporting documentation

The QCAA requires a report that includes the following details for medical claims:

- 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 witness or police report.

8.5 Timeline

Applications for illness and misadventure can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.



APPENDIX A

AARA SCHOOL STATEMENT

To be used with all applications for QCAA-approved AARA.

To be completed by the staff member most familiar with the needs of the student.

Student Name:

Statement prepared by:

Overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment

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

Any 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.

Student Signature:

Date:

Staff Signature:

Date: