

# Students with long-term conditions

## Access arrangements and reasonable adjustments (AARA)

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This information is for students, parents/carers and school staff. It applies to students completing senior school studies in 2020 and beyond, who have long-term or chronic conditions.

Schools have an obligation under the *Disability Standards for Education 2005* to enact access arrangements and reasonable adjustments, as needed, to enable students with disability to access and participate in education on the same basis as their peers without disability.

### Unit 1 and 2 assessment

For Units 1 and 2 (generally Year 11), schools make decisions about AARA in consultation with students and parents/carers. Decisions are based on the functional impact of disability in assessment for the individual student, and adjustments that allow the student to access assessment and/or demonstrate what they know and can do, while the intent and rigour of the assessment is maintained. Adjustments may be different for students with the same diagnosis or condition, and they may differ for an individual student for different subject assessments or assessment types.

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 retain supporting documentation and may be required to supply a copy as part of quality assurance processes. The QCAA does not specify requirements, as it is the principal or principal's delegate who must be reasonably satisfied).

### Unit 3 and 4 assessment

For Units 3 and 4 (generally Year 12), schools:

- report principal-approved AARA to the QCAA
- apply for QCAA-approved AARA:
  - for summative internal assessment — QCAA approves extra time and rest breaks in examinations. Other AARA are principal-reported.
  - for summative external assessment — QCAA approves arrangements such as extra time, rest breaks, alternative format papers, assistance, assistive technology, use of a computer, reader or scribe in examinations. (This is not an exhaustive list.)

Schools should first refer to the *QCE and QCIA Policy and Procedures Handbook* ([www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook)), and are encouraged to contact the QCAA for advice about any student's need for adjustments not listed in the handbook, or where there are complex or extensive adjustments proposed.

# Supporting documentation

## Medical report

Applications for QCAA-approved AARA must be accompanied by a medical report. A medical report template is available from the QCAA website; its use is not compulsory.

Except in exceptional circumstances and with the prior written agreement of the QCAA, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment.

- Where a diagnosis has been made by a relevant practitioner before Year 10, an update only is required. This may be obtained through a general practitioner (GP).
- The medical report should include:
  - diagnosis of disability and/or medical condition (for an update, confirmation of diagnosis)
  - 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 condition
  - information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment
  - professional recommendations regarding AARA.
- Alternatively, when a student has been verified as part of the Education Adjustment Program (EAP), EAP documentation may substitute for the medical report if it covers the duration of the student's enrolment in Units 3 and 4, i.e. it is current and no reviews of Criterion 1 are required. EAP Criterion 2 documentation should also be submitted if current. In instances where an EAP review is due or overdue, or EAP verification has expired, a medical update is required, which may be substantiated by a GP.

Note that, while mental health conditions such as anxiety and depression often impact students on a long-term basis, medical documentation for these conditions must be dated within the six months preceding the assessment event (aligning with time specifications for medical documentation in the case of students with short-term conditions).

## School statement

Applications for QCAA-approved AARA must also include a school statement. Schools can access the school statement template through the QCAA website and AARA application. The statement should be prepared by staff most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

The school statement provides:

- information about the disability, impairment and/or medical condition affecting the student
- an overview of impacts on daily functioning in the classroom
- details regarding the persistent functional impact/s of the condition in timed assessment and arrangements the student has used previously in order to participate in assessment on the same basis as other students

## Due dates for long-term conditions

Type of AARA	Internal assessment	External assessment
QCAA-approved AARA (including in combination with principal-reported AARA for examinations)	Due by completion of Units 1 and 2	Due by the end of Term 1 in the summative assessment year
Principal-reported AARA only (i.e. where not included in an application for QCAA-approved AARA)	<ul style="list-style-type: none"> <li>Due before the relevant confirmation event for General subjects</li> <li>Due by the end of Term 3 in the summative year for Applied and Applied (Essential) subjects</li> </ul>	Due by the end of Term 3 in the summative assessment year
Alternative format papers, e.g. <ul style="list-style-type: none"> <li>large print</li> <li>braille</li> </ul>	For Applied (Essential) subjects CIA: <ul style="list-style-type: none"> <li>due by the end of October in the previous year for Phase 1</li> <li>due by the end of February in the summative assessment year for Phases 2–4</li> </ul> For other internal assessment: <ul style="list-style-type: none"> <li>due dates are determined by the school</li> </ul>	Due by the end of February in the summative assessment year

## More information

- Disability Standards for Education 2005 (DSE): <https://docs.education.gov.au/node/16354>
- QCAA policies and processes
  - AARA factsheets, all available at [www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara)
  - QCE and QCIA policy and procedures handbook*, Section 6  
[www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara)
  - phone 1300 381 575 or email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).



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