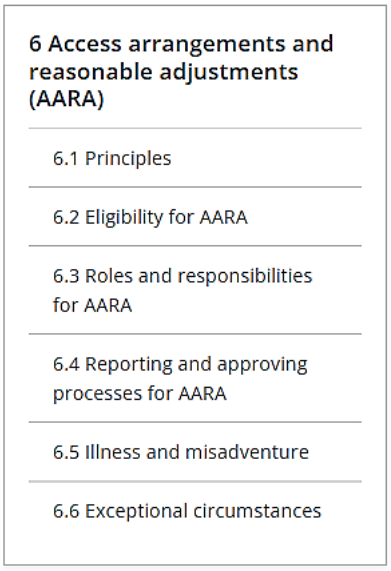
Access Arrangements and Reasonable Adjustments (AARA)

Long Term AARA – AARA information for Senior students

The Queensland Curriculum & Assessment Authority (QCAA) recognises that a student's participation in assessment may be adversely affected by disability, medical condition/s, or other circumstances outside of their control. Access Arrangements and Reasonable Adjustments (AARA) are designed to support students with reasonable adjustments and/or access arrangements to ensure available fair and equitable access to assessment.

Guiding policy and procedures for schools for AARA

For more information on AARA – view section 6 of the QCE and QCIA policy and procedures handbook



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What is AARA?

Access arrangements and reasonable adjustments (AARA) are actions taken by the school so that an eligible student can participate in assessment on the same basis as other students. AARA processes are relevant to assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) subjects and Short Courses.

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

Reasonable adjustments are actions taken by the school so that a student with an eligible impairment because of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Some common provisions for AARA include:

- alternative exam conditions, e.g. extra time, rest breaks and/or separate seating
- alternative-format papers, e.g. A4 to A3 enlargement, black-and-white materials
- assistive technology, e.g. screen reader, speech recognition, magnification
- a reader and/or scribe
- extensions to due dates
- the opportunity to undertake a comparable assessment for internal examinations missed due to short-term sickness or misadventure.

Who is eligible for an AARA?

Students may be eligible for AARA when participation in assessment is adversely affected by disability, medical condition/s or other circumstances outside their control.

Criteria for Eligibility

A student who meets the criteria below, could be eligible for an AARA.

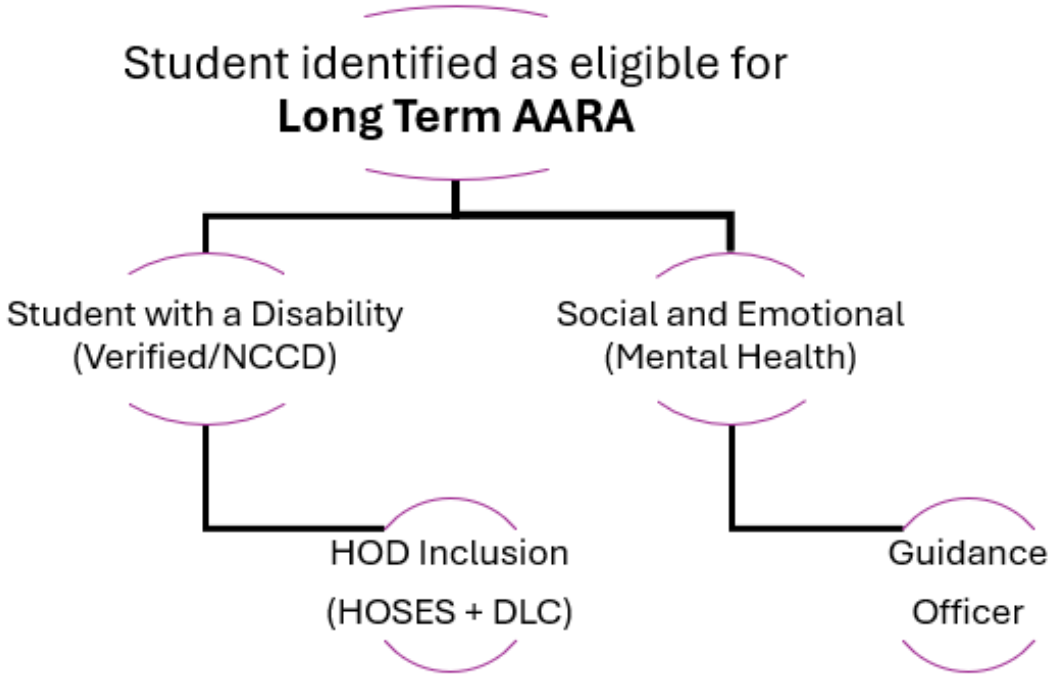
Eligible
Long Term: • cognitive ie: ASD, ADHD, dyslexia • physical ie: asthma, arthritis • sensory ie: hearing impairment • social/emotional ie: ADHD, anxiety

Long Term AARA Applications:

Long Term AARA Applications for long term/chronic known conditions and/or mental health related conditions involve:

Students will need to meet with either the school Guidance Officer or a member of the school's Student Support Team to complete the Long-Term AARA Application form and provide supporting medical documentation. The student is supported with this more rigorous process to ensure that appropriate adjustments are applied for, and the required documentation can be explained.

School Team support for Long Term AARA



Currency of supporting documentation:

It is best to apply for long-term AARA as early as possible, to ensure timely decisions and subsequent reasonable support and/or access arrangements for students that may assist in a student feeling more confident for participation in assessment. Applications for students with long-term conditions may be submitted as soon as students are enrolled in subjects in Student Management (QCAA) and school's update AARA records for an individual student via the QCCA portal – AARA application. AARA may be updated prior to assessment, as required. For more information on AARA – view section 6 of the QCE and QCIA policy and procedures handbook (6.4.3 Timelines and 6.4.4 Examples of AARA)

The Queensland Curriculum and Assessment Authority (QCAA) require:

- Medical documentation no earlier than the start of Year 10 for the student (for a chronic condition that persists over time)
- Medical documentation no earlier than 6 months prior to the relevant assessment (for more variable conditions that may be temporary including anxiety and depressive conditions)
- An EAP (Education Adjustment Plan) is used to gain verification of a disability through the Department of Education.

Medical Report:

Applications for QCAA-approved AARA for students with disability or medical condition/s require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis, occurrence or onset of the disability and/or medical condition
- information about how the diagnosed disability and/or medical condition may affect the student participating in assessment, particularly timed assessment.

Units 1 and 2 (Year 11)

- Schools make decisions about AARA for Units 1 and 2.
- Provision of AARA by a school for Unit 1 and 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4.
- 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

Unit 3 and Unit 4: (from Term 4 Year 11) - QCAA-approved AARA

The QCAA is responsible for approving specific identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) subjects and Short Courses.

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 in the QCAA Portal. Schools are to contact the QCAA for advice where the evidence requirements cannot be met due to exceptional circumstances.

For further examples of Principal reported and QCAA-approved AARA in Units 3 and 4 visit the **QCE and QCIA policy and procedures handbook, section 6.4 Reporting and approving processes for AARA**.

Summary of AARA requiring QCAA approval

Type of assessment	Adjustment
Summative assessment — internal examination	• extra time • rest breaks
Summative assessment — common internal assessment (CIA) for Applied (Essential) subjects	• alternative format papers • assistive technology • computer • extra time • rest breaks
Summative external assessment and Senior External Examinations	• alternative format papers • assistance • assistive technology • computer • extra time • reader • rest breaks • scribe • variation to venue • any adjustments not identified as principal-reported in the table

Unit 3 and Unit 4: (from Term 4 Year 11) - Principal-reported AARA

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student, relevant to assessment in Units 3 and 4.

To approve AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists based on AARA principles (see Section 6.1) and eligibility (see Section 6.2) of the **QCE and QCIA policy and procedures handbook**
- be able to provide evidence to justify the decision (the QCAA does not specify evidence required).

Schools must notify the QCAA, in the QCAA Portal, of principal-reported AARA for students undertaking summative internal and external assessment in Units 3 and 4 of Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) subjects and Short Courses.

Schools retain supporting documentation for principal-reported AARA to supply, if required, to the QCAA as part of the quality assurance processes for AARA or as part of a review process.

Examples of possible principal-reported and QCAA-approved AARA

AARA	Approval type			
	Summative internal assessment	Common internal assessment	Summative external assessment	Senior External Examination
Alternative format papers (e.g. braille, A4 to A3 enlargement, digital format, large print papers)	Principal-reported	QCAA-approved	QCAA-approved	
Assistance (see Assistance in examinations (PDF, 180.1 KB))	Principal-reported	Principal-reported	QCAA-approved	
Assistive technology (see Computers and assistive technology (PDF, 247.3 KB))	Principal-reported	QCAA-approved	QCAA-approved	
Bite-sized food	Principal-reported	Principal-reported	Principal-reported	
Comparable assessment (see Section 7.4: Developing a comparable assessment instrument)	Principal-reported	Principal-reported	Not applicable	
Computer (see Computers and assistive technology (PDF, 247.3 KB))	Principal-reported	QCAA-approved	QCAA-approved	
Drink	Principal-reported	Principal-reported	Principal-reported	

Diabetes management (see Diabetes management (PDF, 170.4 KB))	Principal-reported	Principal-reported	Principal-reported
Extension	Principal-reported	Not applicable	Not applicable
Extra time (see Extra time (PDF, 199.1 KB))	QCAA-approved	QCAA-approved	QCAA-approved
Individual instructions (e.g. Auslan interpreter for instructions, a copy of the written instructions)	Principal-reported	Principal-reported	Principal-reported
Medication (prescribed medication in a clear container only)	Principal-reported	Principal-reported	Principal-reported
Physical equipment and environment (e.g. specialised desk/chair, cushion/blanket, crutches, heat/cold pack, noise cancelling headphones)	Principal-reported	Principal-reported	Principal-reported
Reader (see Readers and scribes (PDF, 212.1 KB))	Principal-reported	Principal-reported	QCAA-approved
Rest breaks (see Rest breaks (PDF, 225.3 KB))	QCAA-approved	QCAA-approved	QCAA-approved
Scribe (see Readers and scribes (PDF, 212.1 KB))	Principal-reported	Principal-reported	QCAA-approved
Varied seating (e.g. single student supervision in separate room, small group supervision, out-of-order seating in main assessment room)	Principal-reported	Principal-reported	Principal-reported
Variations to venue (see Section 10.4.1: Variations to venue)	Principal-reported	Principal-reported	QCAA-approved
Vision aids (e.g. coloured transparency overlay, magnification devices)	Principal-reported	Principal-reported	Principal-reported
Other (any other uncategorised AARA; contact the QCAA's AARA Unit before applying)	QCAA-approved	QCAA-approved	QCAA-approved

Timelines for Applications:

- The school must submit applications for QCAA-approved AARA to the QCAA on a students' behalf, via the QCAA Portal – AARA application. See the QCAA website for submission dates for Units 3 and 4 AARA – Submission dates for QCAA approved AARA
- The school is guided by the QCAA as to when results for our students must be submitted to them. It is important that students apply in a timely fashion to avoid missing their opportunity.
- Applications submitted close to the due date for assessment should not be for known long-term conditions.