



**Mount Gravatt State High School**

**2019 Assessment Policy (AARA)**

# **AARA – Access Arrangement and Reasonable Adjustment policy and procedures handbook 2019 v1.0**

For senior secondary schools

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# 6 Access arrangements and reasonable adjustments (AARA)

## 6.3 Eligibility

### 6.3.1 Eligibility for AARA

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 1.4: Illness and misadventure).

For more information about supporting documentation required for different eligibility categories and possible adjustments see Section 1.3.1: Supporting documentation.

### 6.3.2 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).

## 6.4 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.

### 6.4.1 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 (Essentials), 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 1.3.1 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 1.6: Reviewing a QCAA-approved AARA decision).

**The QCAA publishes timelines for principal-reported AARA to enable schools to meet their reporting requirements.**

### 6.4.2 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.**

**Adjustments for which schools are required to apply to the QCAA:**

Type of assessment	Adjustment
Summative assessment — internal and external	<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><li>• a change of venue (changes to rooms should be recorded)</li></ul>

### 6.4.3 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. 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 instructions 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).

### 6.4.4 Possible access arrangements and reasonable adjustments

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed. Email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

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	QCAA-approved

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
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	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	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	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	Not applicable
Computer	<p>Desktop computer or laptop computer with an approved software application.</p> <p>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.</p>	Principal-reported	QCAA-approved	QCAA-approved
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	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
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	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	<p>An extension to the due date for submission or completion of an:</p> <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>	Principal-reported	Not applicable	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	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	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported	Principal-reported
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	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	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.				

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
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	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	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	Varied seating, if needed, is determined by the school external assessment (SEA) coordinator or supervisor. Options include: <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> <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>	Principal-reported	Principal-reported	Principal-reported
Variation to venue	Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. 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.	Principal-reported	QCAA-approved	QCAA-approved
Vision aids	Examples include: <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>	Principal-reported	Principal-reported	Principal-reported



## 6.5 Application and notification processes

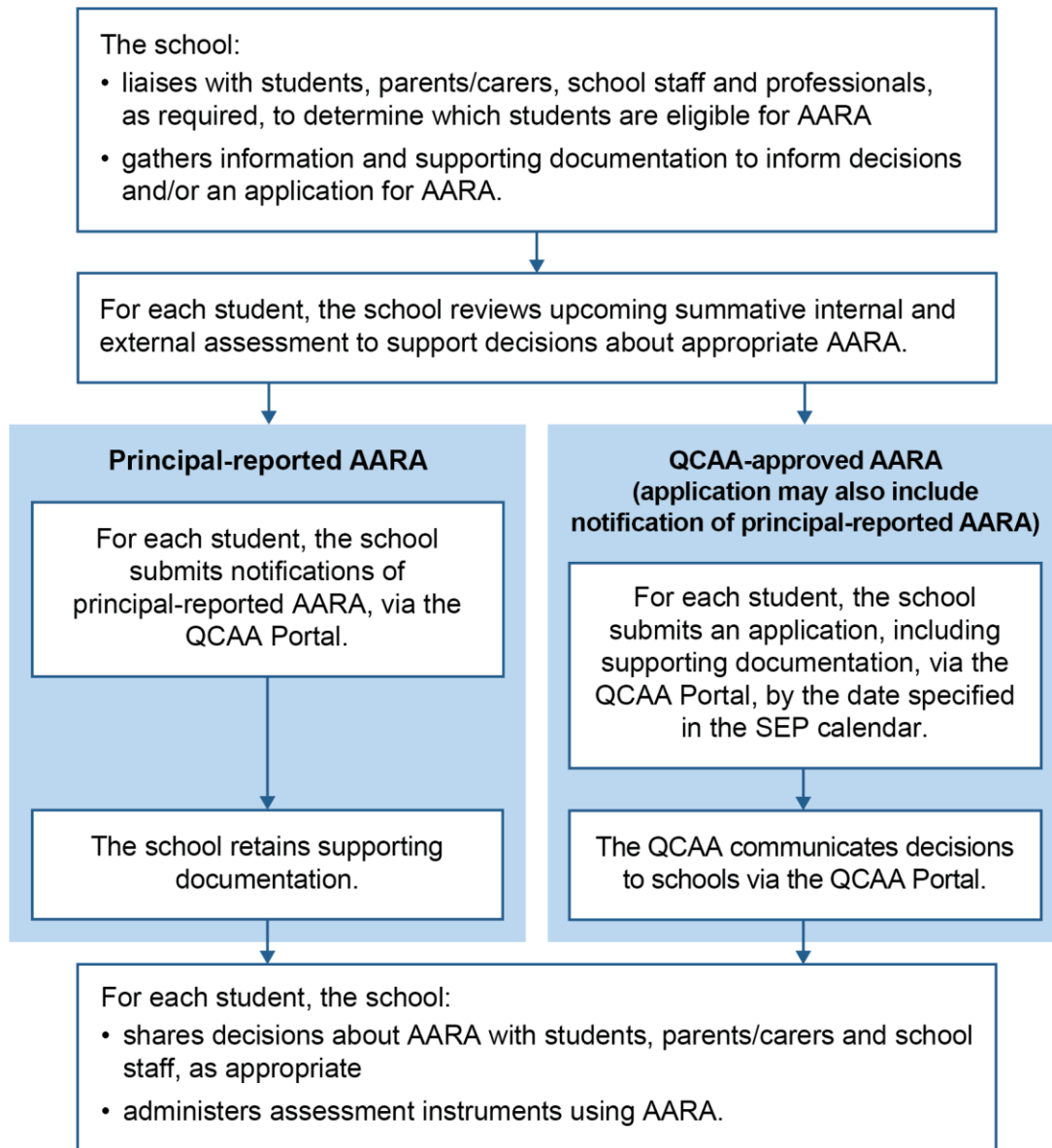
Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

**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.**

Schools 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.

For more information see Section 1.3.1: Supporting documentation.

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 and General syllabuses, and for assessment in General and General (Senior External Examination) subjects and Short Courses.



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. <ul style="list-style-type: none"> <li>• braille</li> <li>• large print</li> </ul>	Due dates are determined by the school.	<b>Applications are due by the end of February in the summative year.</b> 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 <b>as soon as possible</b> before the assessment event.	For existing long-term and chronic conditions — applications are due <b>by the end of Term 1</b> in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due <b>by the end of Week 5 Term 3</b> in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process).	Notification is due <b>by the end of Term 3</b> in the assessment year.

## 6.5.1 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.

### 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
- professional recommendations regarding AARA.

**The medical report must be completed on the QCAA's medical report template that can be accessed via the QCAA Portal.**

**The medical report must 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.

### **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 Section 1.3.2: 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.

## **6.5.2 Currency of supporting documentation**

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

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

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.

### 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.

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	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Extra time</li> <li>• Reader</li> <li>• Rest breaks</li> <li>• Scribe</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• No earlier than Year 10</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Assistance</li> <li>• Computer</li> <li>• Extra time</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> </ul>

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
Sensory	<ul style="list-style-type: none"> <li>• Alternative format papers</li> <li>• Assistance</li> <li>• Assistive technology e.g. amplification system, magnification applications</li> <li>• Extra time</li> <li>• Individual instructions</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>☐ Medical report <i>or</i></li> <li>☐ EAP verification covering Unit 3 and 4 assessments</li> <li>☐ School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year</li> </ul>
Social/emotional	<ul style="list-style-type: none"> <li>• Alternative venue</li> <li>• Assistance</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments</li> <li>School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>

## 6.6 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.

### Non-attendance during internal assessment

**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 1.4.1: Illness and misadventure — internal assessment)

### Groups of students

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 internal assessment session, principal-reported AARA should be implemented to provide opportunities for students to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Schools ensure that student provisional marks are submitted to the QCAA for confirmation by the dates outlined in the SEP calendar.

### 6.6.1 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 Section 1.4.3: Supporting documentation) via the QCAA Portal.

## 6.6.2 Illness and misadventure — 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. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator.

### 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.

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

A submission for illness and misadventure may be made by a student or the school on behalf of the student or groups of students 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, may submit 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.

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

## 6.6.3 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 witness or police report.

### 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.

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

## 6.7 Senior External Examination AARA

The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.

Schools submit applications on behalf of their enrolled students to the QCAA. Independent adult students not enrolled with a main learning provider should contact the QCAA for advice about submitting an application for AARA.

The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.

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 may be arranged in extenuating circumstances. To support an application for illness and misadventure for the oral component of an examination, the following supporting documentation is required:

- a medical certificate that covers the oral examination date
- for non-medical claims, written evidence from a relevant independent professional or other independent third party.

The student must submit the **appropriate documentation to the QCAA within seven days of the date of the oral examination.**

## 6.8 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 i.e. — internal or external. These processes and timelines will be communicated by the QCAA.



