

AARA Application Form

This form is to be completed if you wish to be considered for Units 3 & 4 (IAs & EAs) AARA (special consideration) for assessments and examinations in 2024.

Student & parent/guardian to complete page 1

Student details	
Student name	
LUI number	
Date of birth	

I give permission for my health professional to provide information concerning this application to the QCAA, if required.

Student signature	
Date	

Parent/guardian name	
Parent/guardian signature (if student is under 18)	
Date	

Adjustments recommended

3. What assessment or examination adjustments consideration would you recommend as a medical professional to support the student with assessment and examinations?
(Examples of AARA can be found on the following pages).

Health professional details

Name		
Profession		
Phone		
Place of work		
Registration number		
Practice stamp (If available)		
Signature:		Date: / /

Reasonable adjustments in assessment

Access arrangements and reasonable adjustments (AARA)

Access arrangements and reasonable adjustments (AARA) are provided to minimise barriers for a student whose disability or medical condition may affect their ability to read, respond to or participate in assessment on the same basis as other students.

Decisions about AARA are considered on a case-by-case basis, based on the evidence and the functional impact of the disability, medical condition, or other circumstance.

Examples of AARA

The following is not a prescriptive list of adjustments or impacts relevant to particular diagnoses, or an exhaustive list of possible conditions or circumstances to which AARA may be applied. The following table is designed to provide information and prompts for schools to make decisions to support their individual student's needs.

Possible impacts / barriers	Possible assessment AARA
Accessing visual information	<ul style="list-style-type: none">• Alternative format papers (e.g. enlarged print, electronic format)• Assistive technology
Attending to verbal instructions	<ul style="list-style-type: none">• Assistance (e.g. supervisor using the student's name in reading assessment instructions)• Individual instructions
Colour vision deficiency	<ul style="list-style-type: none">• Alternate format papers, i.e. black and white, where required
Epileptic seizure risk (i.e. diagnosed condition)	<ul style="list-style-type: none">• Medication
Focus, concentration, processing speed, working memory, 'cognitive load'	<ul style="list-style-type: none">• Extra time
Hearing verbal instructions	<ul style="list-style-type: none">• Assistance (e.g. supervisor using the student's name in reading assessment instructions and/or prompting the student to start or continue the assessment task)• Individual instructions• Varied seating
Diabetes (Type 1) monitoring / correcting blood glucose levels	<ul style="list-style-type: none">• Diabetes management

Possible impacts / barriers	Possible assessment AARA
Pain, discomfort, fatigue — in producing written responses	<ul style="list-style-type: none"> • Computer or scribe • Medication
Pain, discomfort, fatigue — in sitting for long periods	<ul style="list-style-type: none"> • Physical equipment • Medication
Poor fine motor control, illegible handwriting	<ul style="list-style-type: none"> • Computer or assistive technology
Regulating emotions, sensory processing	<ul style="list-style-type: none"> • Varied seating • Assistance (e.g. supervisor to provide support and reassurance) • Rest breaks
Restrictive or repetitive activities/behaviours, executive functioning, processing differences, emotional regulation	<ul style="list-style-type: none"> • Varied seating • Assistance • Individual instructions • Extra time
Visual strain	<ul style="list-style-type: none"> • Rest breaks
Written expression	<ul style="list-style-type: none"> • Computer, assistive technology