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| AARA reflection template  Access arrangements and reasonable adjustments (AARA) |

# Reflection

This template has been developed to assist schools to reflect on their processes for supporting senior students requiring access arrangements and reasonable adjustments (AARA) in summative assessment.

Key areas for reflection are:

1. Understanding AARA
2. Supporting students with disability
3. Supporting students impacted by temporary injury, illness or misadventure
4. Making submissions to the QCAA.

Each key area for reflection has some key words, shown in the diagram below.

1. Understanding AARA

| Reflection questions | Self-assessment: 1 (low) – 5 (high) | Actions for the school team |
| --- | --- | --- |
| Are there processes in place to ensure all senior students, their parents/carers and relevant staff understand all aspects of **AARA eligibility** (and ineligibility)? |  |  |
| Has the school team made decisions about AARA based on the **functional impact/s** (of disability, medical condition or circumstance) for the individual student in assessment? |  |  |
| Does the school team consider AARA requirements for **different subjects and assessment techniques**? |  |  |
| Is there ongoing **consultation** with students about assessment adjustments? |  |  |
| Is **academic integrity** maintained in all assessment?  **Note:** The relevant syllabus standards or instrument-specific marking guides (ISMGs) are used to make judgments about student achievement and may not be modified. The school is required to maintain integrity of assessment requirements and processes. |  |  |

1. Supporting students with disability

| Reflection questions | Self-assessment: 1 (low) – 5 (high) | Actions for the school team |
| --- | --- | --- |
| Are staff most familiar with the needs of students involved in AARA processes?  **Note:** AARA processes are an extension of **existing school processes**, as schools meet legislative requirements under the *Disability Standards for Education 2005* and include students in the Nationally Consistent Collection of Data on school students with disability (the NCCD). |  |  |
| Is there an understanding that different students with the same diagnosis may require different AARA, and some students with disability may not need AARA?  **Note:** AARA are only appropriate if there is a functional impact for the **individual student** in the context of summative assessment. |  |  |
| Are relevant functional impacts and *assessment* adjustments (for individual students) routinely documented, **monitored and reviewed**? |  |  |
| Is there timely consultation with students and parents/carers about AARA eligibility, processes and requirements?  Best practice: Early **application submissions** for QCAA-approved AARA are encouraged, to allow for earlier decision-making and confirmation of approved AARA for students. |  |  |
| Has the school team understood QCAA requirements for **medical reports**? |  |  |
| Is academic integrity always maintained, as reasonable adjustments are implemented for students with disability?  **Note:** Reasonable adjustments are explained in Section 3.4 of the *Disability Standards for Education 2005*. |  |  |

1. Supporting students impacted by temporary injury, illness  
   or misadventure

| Reflection questions | Self-assessment: 1 (low) – 5 (high) | Actions for the school team |
| --- | --- | --- |
| Is the school team confident in knowing what to do when a student’s participation in **internal assessment** is adversely impacted by illness, injury or other circumstances outside of their control?  Have the most appropriate adjustments been implemented by the school team to enable students to complete assessment on the same basis as other students? |  |  |
| Are students, parents/carers and senior school staff familiar with the school **assessment policy**?  **Note:** To approve extensions, comparable assessments and other principal-reported AARA, the principal or their delegate must be reasonably satisfied that the need for the AARA exists and able to provide evidence to justify the decision. |  |  |
| Does the school team understand what to do when a student’s participation in **external assessment** is adversely impacted by illness, injury or other circumstances outside of their control?  Were the most appropriate actions taken in previous external assessment? |  |  |
| Were students and parents/carers fully aware of what to do if impacted by illness or misadventure at the time of external assessment? |  |  |
| Is there clarity on when it is appropriate to submit an **illness and misadventure application** and on supporting documentation requirements? |  |  |

1. Making submissions to the QCAA

| Reflection questions | Self-assessment: 1 (low) – 5 (high) | Actions for the school team |
| --- | --- | --- |
| Does the school team have processes in place to ensure **timely submission** of applications to the QCAA, with supporting documentation meeting QCAA specifications? |  |  |
| Have **school statements** provided sufficient detail to substantiate all AARA requests? |  |  |
| Has the school team ensured **supporting documentation** requirements are met in applications for QCAA-approved AARA? |  |  |
| Are the appropriate school staff confident in the **use of the AARA app** to submit applications for:   * AARA? * variation to venue? * illness and misadventure? |  |  |

# General questions

Does your school need to access additional professional learning or support materials to further develop understanding of AARA processes and requirements?

For students with disability, AARA processes are an extension of processes already in place as schools collect evidence for the NCCD and meet legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*. What can the school do to build understanding of these connections?

How can your school build on prior AARA experiences and make next year’s processes easier and more streamlined?

## More information

* QCAA policies and processes
  + *QCE and QCIA policy and procedures handbook*, Section 6 [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara](https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara)
  + AARA factsheets, all available at [www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara)
  + phone 1300 381 575 or email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

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