TASC PRINCIPAL AND TLO FORUM

Reasonable Adjustments Information Session March 2021



Agenda

WELCOME

REASONABLE ADJUSTMENTS

AREAS OF INTEREST

TASC Principal and TLO Forums

External Assessment Specifications

Information sheets

GENERAL QUERIES



STUDENT SUPPORTS



Reasonable Adjustments | External Assessment

Eligibility requirements

Supporting students to achieve



Students are eligible for reasonable adjustments on the following grounds:

- condition, impairment or disability as defined in the Disability Discrimination Act 1992 (DDA)
- Humanitarian (refugee) student status

OPEN: 22 March 2021

CLOSE: 28 May 2021

TASC will continue to be flexible in receiving applications



REASONABLE ADJUSTMENTS

- Special Provisions Project 17 recommendations
- Special Provisions Implementation plan
- Reasonable adjustments:
 - TASC Reasonable Adjustments Policy
 - Application forms



• Special Provisions Project – 17 recommendations



2019 TASC SPECIAL PROVISIONS PROJECT

TASC and schools share responsibilities and obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 to make reasonable adjustments to enable students eligible on the grounds of disability, to participate in programs, and associated assessments, on the same basis as other students.

TASC is committed to ensuring a contemporary, fair and equitable process for eligible senior secondary students.

Following a Request for Quotation process, TASC appointed consultant John Firth to undertake a Special Provisions Project throughout June 2019. In October 2019, Mr Firth provided TASC with the Project Report. Special Provisions in the Tasmanian Certificate of Education outlining 17 Recommendations. The Statement of Requirements for the Review were to:

- review and document current special provision arrangements in Tasmania
- review and document current special provision arrangements in other jurisdictions document recommendations to ensure TASC adopts best practice.

Key stakeholders of the senior secondary community were represented at group and individual consultations Key stakenowers of the senior secondary community were represented at group and manyandary community across the state throughout May 2019 including school representatives, school psychologists, the University of Tasmania, the Australian Education Union, the Independent Education Union, the Department of Education, Independent Schools Tasmania, Catholic Education Tasmania, the Tasmanian Association of State RECOMMENDATIONS

RECOMMENDATION I

The Office of TASC should develop a formal policy on the purpose, nature and scope of arrangements for examinations for students with disabilities to ensure that all students are able to demonstrate what they know, understand and can do in relation to the learning outcomes of TCE subjects.

Recommendation 1 is accepted noting that language in the policy will focus on students requiring reasonable RECOMMENDATION 2

The Office of TASC should adopt more inclusive and positive language to describe the arrangements provided

Recommendation 2 is accepted noting that this recommendation builds on work already underway in liaison with necommencation 2 is accepted moving that this recommendation bullos on work already uncerway in habori work. Australian jurisdictions to achieve a consistent and indusive strengths based approach to the provision of reasonable adjustments. RECOMMENDATION 3

The Office of TASC should introduce an early application process for students with ongoing disabilities and evidence of successful support for their learning. The timing should allow for provisions to be approved before

Recommendation 3 is accepted in principle, noting that TASC is limited in its ability to require schools and colleges to undertake actions in relation to students who have not yet commenced TASC-accredited courses.

pecial provisions, recognising that its use arrangements for review and right to appeal will need to be entire Special Provision application fother existing appeal mechanisms within government. ems capability is planned and ACACA agencies in seeking to develop more common and wing rigorous testing processes. Full and to assist in the development of more effective responses. s early as possible, using a phased ork is already in progress as part of the national agenda. ises, underlying principles, scope and iterials about Special Provision, TASC should liaise with the and Human Services and peak community organisations to ader community to increase the Bout access to support services for students with mental ion to clearly distinguish between the forms of Special Provision for individual subjects, in orm will build on work already ntion for the redesigned application form adjustments. m to be submitted identifying student needs in relation to consideration should be discontinued. iction throughout Australia and New an centres about requirements for smaller examination rements in each school vary from year to year and is driven nools as required. The redesigned application form provide supporting evidence which it needs in relation to the examination space, to enable the ns for each student, where appropriate. tation with Examination Supervisor Co-ordinators, TASC ald appoint a small number of expert bers and complexity of Special Provision, including rates of anal staff are remunerated in accordance with the Office of anai stain are remunerated in accordance with the Ornce or ees) Regulations 2013 TASC will maximise the benefit of on the organisational implications for provision of rovision applications is shared by at m its continuous improvement agenda through feedback ned by a second staff member sively introduce those recommendations from this report s plan as part of its annual reporting on Special Provisions which includes information about cepted recommendations will be planned and progressed augh TASC's national reporting mechanism.











2020

- July 2020

• Special Provisions – Implementation plan

IMPLEMENTATION PLAN TASC SPECIAL PROVISIONS PROJECT

TASC and schools share responsibilities and obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 to make reasonable adjustments to enable students, eligible on the grounds of disability, to participate in programs and associated assessments, on the same basis as other students.

TASC is committed to ensuring a contemporary, fair and equitable process for eligible senior secondary students.

IMPLEMENTATION SCHEDULE

Direct	OCHEDOLE	
RECOMMENDATIONS		
RECOMMENDATION	HOW	
The Office of TACC.		WHEN
formal policy on the purpose, nature	TASC has developed a policy, formalising the Reasonable Adjustments process. The	
and scope of arrangements for examinations for	Reasonable Adjustments process. This policy articulates the policy principles.	e
	articulates the policy principles, eligibility and	Published March 2020
	responsibilities for all stakeholders.	- reviewed January 2021
able to demonstrate what they know, understand and can do	TASC Reasonable Adjustments Policy	2021
understand and can do in relation to the learning outcomes of TCE at the control of the control	oney.	
CE subjects.		
Recommendation L		
Recommendation I is accepted, noting that language in the policy will focus on students requiring recent		
students new vision		1
adjustments rather the		
disabilities.		
RECOMM		1
RECOMMENDATION 2		
The Office of TASC should adopt more Transitive and positive box		
inclusive and positive language to	ASC has adopted more inclusive and positive guage through changing the page.	
	guage through changing the name of the	January 2020
	opport mechanism from special provisions to isonable adjustments.	
	sonable adjustments.	
that this recommendation builds on work already under		
other Australian in liaison with	1	
a consistent and in a solictions to achieve		
based approach to the		
reasonable adjustments.	1	1
PECONICIES.		
RECOMMENDATION 3		
ne Office of TASC should introduce		
I Proceed of propess for the state	will open applications for future students October of the year prior to	
iccessful and evidence of	October of the year prior to enrolment	ctober 2022
from Canada and evidence of and assuming should allow for provisions to be	essment in a TASC accredited course.	2022
allow for provisions to be	actied ted course.	





TASMANIAN nt, standards CATION

Implementation – where we have been

- Implementation plan (2020)
- Inclusive language (2020)
- TASC Reasonable Adjustments Policy (2020)
- Re-design application forms (2020)
- Differentiate provisions for different examinations (2020)
- Smaller and separate rooms (2020)
- Remove borderline as a reasonable adjustment (2020)
- Convene panel of experts (2020)





Reasonable Adjustments – where we are going (



- Early application process (2021/22)
- Targeted resources (2021)
- Flow chart for decision making and appeals process (2020/21)
- Liaise with school sector authorities, Department of Health and human Services to provide advisory materials (2020/21)
- Work with other ACACA agencies in developing consistent definitions of eligible categories (ongoing)
- Incorporation of applications into TRACS (2022)





Updates required - TASC REASONABLE ADJUSTMENTS POLICY Bringing together all of the information...

- Policy statement
- Grounds for eligibility and ineligible grounds
- Assessment of applications
- Appeals process
- Responsibilities TASC and Schools
- Additional advice and definitions



Reasonable Adjustments – Policy and Forms 2021 Review

Responsibilities – TASC and Schools

- additional information regarding - smaller and separate rooms

Additional advice and definitions

- additional information related to a number of the adjustments
- formalised the use of computer for a scribe, under certain conditions

Assessment of applications

- removal of the 3-year requitement for ongoing and permanent conditions, impairments and disabilities



TASC REASONABLE ADJUSTMENTS Forms

Consolidating and re-organising...

Form RAI – Reasonable Adjustments Application Form

- Diagnosed condition, impairment or disability
- Students from a refugee background/humanitarian entrant

Applications close end of May to provide a reasonable time for applications to be assessed before mid-year examination time.

TASC will continue to be flexible with this date.

For 2022 - applications will be open from October of 2021



TASC REASONABLE ADJUSTMENTS Forms

Consolidating and re-organising...

Form RA2 – Reasonable Adjustments Misadventure / Personal Circumstances Application Form

- Eligibility due to an interruption to schooling due to family / cultural obligations
- Eligibility due to an incident (accident/injury) beyond the student's control resulting in a functional impact

Applications close Friday 29 October to provide a reasonable time for applications to be assessed before exam centre materials are finalised.



TASC REASONABLE ADJUSTMENTS Forms

Consolidating and re-organising...

Form RA3 — Reasonable Adjustments Re-approval Application Form

Where a student Year 12 or Year 13 student has been approved for reasonable adjustments in the previous year for a diagnosed condition that is not recognised by TASC as ongoing or permanent and they still require the same reasonable adjustments, they are required to submit a Re-approval form (RA3).

TASC has contacted schools with pre-populated forms for students whose condition was not recognised as permanent for re-submission where required.



TASC DERIVED RATINGS POLICY – TASC MEDICAL CERTIFICATE

Meeting the gap...

Derived Ratings are not considered a reasonable adjustment. They are applied when an exemption from an examination has been approved.

A student can apply to have derived exam ratings applied to their results if they are unwell or experience an emergency on the day of their exam. To receive derived ratings a TASC senior secondary external assessment medical certificate, a police report or a statutory declaration must be submitted to TASC. The TASC senior secondary external assessment medical certificate must be dated on the day of the exam, or not more than seven days before the exam. Derived exam ratings require the principal's support/endorsement before approval. TASC will contact school principals on receipt of the medical certificate.

TASC 2021 Student Examination Guide – 2021 Senior Secondary External Assessment Medical Certificate published later in the year.





Any questions?



AREAS OF INTEREST

- TASC Principal and TLO Forums
 next TASC forum Thursday 29 April 3:30 4:30 pm
 Click here to join the meeting
- External Assessment Specifications
- Information sheets





2021 COURSE ACCREDITATION

EXTERNAL ASSESSMENT SPECIFICATIONS

External Assessment Specifications - 2021

- ANH3 I 5 I I 7 Ancient History
- BHP3 I 5 I I 6 Psychology (out of session)
- BHS315116 Sociology
- CGD315118 Computer Graphics and Design
- EAL3 I 5 I 20 English as an Additional Language or Dialect
- ECN315116 Economics
- ENG315117 English
- ENW315114 English Writing
- HDS315118 Housing and Design
- LST3 | 5 | 17 Legal Studies
- SDD315120 Drama
- SDI3 I 5 I I 7 Student Directed Inquiry (no change to the EAS content, template updated)
- SDP3 I 5 I 20 Theatre Performance (no change to the EAS, retaining aspects of the 2020 Course Considerations)
- SPT315118 Sport Science



GENERAL QUERIES



Office of Tasmanian Assessment, Standards and Certification

Level 6, 39 Murray Street Hobart TAS 7000 Australia GPO Box 333 Hobart TAS 7001 Australia

P (03) 6165 6000 E enquiries@tasc.tas.gov.au W www.tasc.tas.gov.au

