

REASONABLE ADJUSTMENTS POLICY

Scope

Senior secondary students are provided with reasonable adjustments to support equitable access and opportunities for success in completing their senior secondary studies and assessments.

This policy guides the approval of reasonable adjustments to the external assessment component of TASC accredited Level 3 and 4 courses. These courses are managed by Tasmanian Assessment, Standards and Certification (TASC) as legislated within the [Tasmanian Assessment, Standards and Certification Act 2003](#) (the Act) and other relevant legislation.

The following are not within scope of this policy:

- Reasonable adjustments schools are required to provide for internal assessments for Level 3 and 4 courses
- Reasonable adjustments schools are required to provide for TASC-accredited courses with internal assessments only (Preliminary, Level 1 and Level 2).

This policy applies to TASC Liaison Officers (TLOs) and senior secondary school principals supporting Tasmanian senior secondary students that are eligible for reasonable adjustments for their external assessment/s.

Purpose

This policy ensures that senior secondary schools, including TLOs and principals, understand the access and eligibility requirements for reasonable adjustments to external assessments and can support eligible students to apply for appropriate adjustments that would provide equitable access and opportunities for success comparable to any other student.

Policy statement

TASC recognises that not all Tasmanian senior secondary students can access or participate in courses on the same basis as others without reasonable adjustments to external assessments.

Reasonable adjustments ensure equal opportunities for students with disabilities and/or specific personal circumstances, allowing exams to measure their true abilities and knowledge, without altering the assessment of content.

Adjustments are made to the exam conditions, not the content, preserving the academic integrity of the external assessment process.

A student is eligible to apply for reasonable adjustments with the required supporting evidence under the following categories:

- Disability (as defined in the *Disability Discrimination Act 1992*), condition or impairment
- Personal circumstances
- Humanitarian entrant (refugee) student status.

Eligibility and evidence requirements

Disability, condition or impairment:

Students may be eligible for reasonable adjustments if they are a student with:

- physical disabilities
- vision impairment
- hearing impairment
- medical conditions
- specific learning disorders
- psychological disorders.

Supporting evidence:

- **Permanent/ongoing conditions:**
 - Documentation can be from any period in the student's life but must demonstrate diagnosis and functional impact on senior secondary external assessments. If evidence is more than three years old, a current medical certificate or letter from the student's regular GP or specialist is required.
- **Non-permanent conditions:**
 - Evidence must be no more than 12 months old at the time of submission.
- **Imputed diagnosis:**
 - In cases where a formal diagnosis is not possible due to lack of access to medical specialists, a variety of evidence can be considered to ensure a fair and comprehensive assessment of the student's needs. Acceptable evidence can include, but is not limited to:
 - Observations and reports from teachers, school counsellors, or other relevant school personnel. Detailed documentation outlining observable symptoms, functional impacts on external assessments, and general learning and assessments, and any interim measures that have been implemented.
 - Analysis of the student's performance in past external assessments, including any notable patterns that might indicate the presence of a disability or impairment.
 - Examples of the student's work that demonstrate the difficulties they are experiencing, such as issues with handwriting, organisation, or comprehension.
 - Behavioural checklists and rating scale tools completed by teachers and parents that document the presence and severity of symptoms associated with the suspected condition.
 - Personalised Learning Plans and other relevant documentation of any in-school support or accommodations that have been provided, and their effectiveness in addressing the student's needs.

Personal circumstances:

Students may be eligible for reasonable adjustments due to:

- Family or cultural obligations, such as the death of a close family member or religious practices.
- Incidents beyond the student's control, such as injuries or accidents.

Supporting evidence:

- medical certificates
- statutory declarations
- police reports
- death certificates.

Detail must also be provided on how the personal circumstances is likely to impact the student's functional abilities in an exam during the external assessment period, along with evidence of what reasonable adjustments have been implemented in their schooling to address these impacts.

Humanitarian entrant (refugee) student status:

Students may be eligible for reasonable adjustments if they arrived under humanitarian or refugee circumstances.

Supporting evidence:

- Proof of time since arrival in Australia, including:
 - a copy of the student's Visa
 - a copy of the student's ImmiCard.

Ineligible Grounds for Reasonable Adjustments

The following circumstances are not eligible grounds for reasonable adjustments:

- Matters of the student's own choosing (eg, holiday/travel)
- Matters that the school could have avoided (ie, incorrect course enrolment)
- Misreading of the exam timetable or exam instructions
- Teacher absence or other related difficulties
- Unfamiliarity with the English language
- Students who migrate to Australia for their parents' work or study opportunities.

Note: not all adjustments recommended by medical professionals for general educational use will be applicable to external assessments. TASC requires evidence of functional impact specific to the external assessment context to determine appropriate adjustments.

Roles and responsibilities

TASC stakeholders are required to fulfil their duties and obligations as outlined below:

Role	Responsibility
TASC is to:	<ul style="list-style-type: none"> consider reasonable adjustment applications for eligible students on a case-by-case basis ensure adjustments are specific to the functional impact on external assessments and may differ from those recommended for general educational use regularly review adjustments to ensure they meet current needs resource exam sessional staff to assist with supporting the approved reasonable adjustment/s for a student provide clear guidance and information about the reasonable adjustment process to relevant stakeholders provide timely dissemination of information regarding the outcome of a reasonable adjustment application ensure there is a clear and transparent appeals process for non-eligible reasonable adjustment applications provide a feedback mechanism for stakeholders to provide input on the adjustment process ensure the application and implementation processes for reasonable adjustments are accessible to all students incorporate universal design principles in assessments to minimise the need for individual adjustments handle personal and medical data securely, with robust measures in place to protect student information.
Principals/TASC Liaison Officers are to:	<ul style="list-style-type: none"> oversee and support students in completing the appropriate reasonable adjustment application by the closing date each year ensure the supporting evidence for the application is appropriate and supports the need for reasonable adjustments for external assessment ensure implementation of reasonable adjustments (post-diagnosis) within the school context ensure the inclusion in the reasonable adjustment application of school-based evidence of the ongoing use of adjustments in school ensure consistency with equitable access to assessment arrangements ensure the resourcing of any school-based requirements to enable delivery of reasonable adjustments during the external

	<p>assessment process</p> <ul style="list-style-type: none"> • provide additional room availability, as required and monitor the number of applications submitted to TASC to ensure adequate space.
--	--

Related policies

1. [Senior Secondary Accreditation Framework](#)
2. [External Assessment Policy](#)
3. [External Assessment Rules](#)
4. [Confidentiality Policy](#)
5. [Personal Information Protection Policy](#)

Related procedures

Nil

Supporting information

[Reasonable Adjustments webpage](#)

[TASC Reasonable Adjustments Fact Sheet](#)

[The Nationally Consistent Collection of Data on School Students with Disability \(NCCD\)](#)

Definitions

Academic Integrity: The expectation that teachers, students and all members of the learning community act with honesty, trust, fairness, respect and responsibility.

Accessibility: The quality of being easily reached, entered, or used by people who have a disability.

Accredited course: A course that has been accredited by Tasmanian Assessment, Standards and Certification (TASC) in accordance with the standards outlined in the Senior Secondary Accreditation Framework.

Adjustment: An alteration or modification to exam conditions to mitigate the functional impact of a disability, condition or impairment.

Assessment means the external assessment components of senior secondary assessment that are determined, set and managed by TASC.

Disability: As defined by the *Disability Discrimination Act 1992*.

Eligibility: Having the right to do or obtain something through satisfaction of the appropriate conditions.

Functional impact: How a disability, condition or impairment affects a student's ability to perform in an exam setting including, but not limited to, difficulties in reading, writing, concentrating, or managing time during an exam.

Humanitarian student: A student who has arrived in Australia on humanitarian refugee grounds.

Imputed diagnosis: A disability, condition, or impairment that is not formally diagnosed but is assumed based on observable symptoms and impacts on a student's performance, recognised when access to a medical specialist is not possible.

Ineligible grounds: Circumstances that do not permit access to reasonable adjustments.

Personal circumstances: Students who are eligible for reasonable adjustments due to an interruption to schooling due to family obligations, the death of a close family member or friend, or cultural obligations. Also includes students who are eligible for reasonable adjustments due to an incident beyond the student's control.

Reasonable adjustments: Adjustments to a student's exam conditions to mitigate the functional impact of a diagnosed or imputed disability, condition and/or impairment, supporting equitable access to external assessment and allowing opportunity to fairly demonstrate skills and knowledge.

Senior secondary: Refers to the final years of a student's schooling: Years 11, 12 and 13.

Legislation

[Disability Discrimination Act 1992 \(DDA\)](#)

[Disability Standards for Education 2005](#)

[Tasmanian Assessment, Standards and Certification Act 2003](#)

[Personal Information Protection Act 2004](#)

[Education Act 2016](#)

[Anti-Discrimination Act 1998](#)

Authorised by	Ali Savage, Deputy Director, TASC
Contact	enquiries@tasc.tas.gov.au
Version	3.0 – August 2024
Last significant review	31 August 2024
Review date	31 August 2026
This document replaced	Version 2.0
CM reference	DOC/24/187386
Relevant standard	All 10 Standards for Providers