

## REASONABLE ADJUSTMENTS APPLICATION FORM (RA1)

This application form is for students with a **diagnosed** condition, impairment or disability and/or students from a refugee background (humanitarian entrant) who require reasonable adjustments for their external exams for courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC). The purpose of Reasonable Adjustments is to ensure all students have fair and equitable opportunities to participate in external exams.

Adjustments may be considered only for students who have a diagnosis from a relevant medical professional that effectively states that the student's disability diminishes test accessibility, and that a specific adjustment would restore test accessibility for that student, so long as that adjustment is permissible for the assessment in question.

Schools should consider the evidence available to determine the appropriateness of the adjustment required. A detailed assessment, which might include an independent assessment completed by an appropriately qualified expert, may be required to determine what adjustments are necessary for a student. Adjustments may not be required for a student with disability in some circumstances

This form, along with the evidence required, should be returned to TASC by the end of May. TASC requires each section to be completed in full. Incomplete applications will be returned. TASC encourages schools to engage as early as possible to discuss any issues related to managing students who may be eligible for or require specific adjustment in their external examinations. Early engagement allows schools to discuss interventions and implement appropriate adjustments for school-based assessments prior to the end of year exams to ensure they are consistent with the equitable access to assessment arrangements sought in for the examination.

**Please note:** TASC does not provide reasonable adjustments for students on the basis of lack of familiarity with the English language. Nor do we provide adjustments or considerations to students for stress, worry, or other emotional states that are to be expected during external examinations.

### CHECKLIST

Before submitting your application, please ensure the following have been completed:

- Section A – Student Information
- Section B – Summary of Supporting Evidence
- Section C – School Statement
- Section D – Humanitarian Entrant Application (*if applicable, Sections B and C not required*)
- A copy of the student's ImmiCard is attached to support Section D
- The application has been signed by the student and school principal

If you require any assistance with this form please contact TASC on 6165 6000 or email [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au).

Schools please contact TASC via a TRACS task for any enquiries.

# TASC REASONABLE ADJUSTMENTS

## RETURNING YOUR APPLICATION

To assist in processing reasonable adjustment applications as efficiently as possible, it is preferred that this form, along with the required evidence documents, are returned to your school's TASC Liaison Officer to be scanned and uploaded directly via the correspondence function in TRACS by the end of May.

Humanitarian entrant applications only need to submit pages 1, 2 and Section D.

# TASC REASONABLE ADJUSTMENTS

## SECTION A – STUDENT INFORMATION

TASC ID code	
Student name	
Student's email address <i>(must be current to receive communication from TASC regarding your application)</i>	
School/College	
Humanitarian entrant application (see Section D)	<input type="checkbox"/> Yes <input type="checkbox"/> No

## STUDENT AUTHORISATION

I hereby authorise the counsellor and/or medical professional whose name and address appears on this form to provide the Office of Tasmanian Assessment, Standards and Certification (TASC) with a report on the nature of my particular circumstances. I also authorise TASC to obtain, from this counsellor and/or medical professional, further information as is required by TASC to make a decision in regard to my application for reasonable adjustments.

For humanitarian entrant applications, I authorise TASC to obtain further information from the Department of Home Affairs to make a decision regarding my application.

Student's signature: ..... Date: .....

## PERSONAL INFORMATION POLICY

Personal information will be collected from you for the purpose of assisting with the determination of reasonable adjustments to be made. Failure to provide this information will mean your application cannot be processed. Your personal information will be used for the primary purpose for which it is collected. Personal information will be managed in accordance with the [Personal Information Protection Act 2004](#) and may be accessed by the individual to whom it relates on request to the Office of Tasmanian Assessment, Standards and Certification. You may be charged a fee for this service.

# TASC REASONABLE ADJUSTMENTS

## SECTION B – SUMMARY OF SUPPORTING EVIDENCE

### SUPPORTING EVIDENCE

Supporting evidence for a **permanent and ongoing condition, impairment or disability** may be taken from any period in a student's life however the documentation must demonstrate a diagnosis and functional impact.

- Some examples of permanent and ongoing conditions, impairments or disabilities that fall into this category are autism spectrum disorder, cerebral palsy, hearing or vision impairments, muscular dystrophy, specific learning disorders (writing, reading, numeracy), cystic fibrosis etc.

For **non-permanent conditions, impairments or disabilities** the supporting evidence cannot be more than **12 months old** at the time of submission to TASC.

- Some examples of non-permanent conditions, impairments or disabilities that fall into this category are anxiety, depression, eating disorders, recent physical injuries etc.

Each application is considered on the information **provided on the form** and supporting evidence. Evidence is required to support the application but **does not** replace the summarised version required on the form.

Further information on the eligibility and the assessment of reasonable adjustment applications is available in the [Office of Tasmanian Assessment Standards and Certification Reasonable Adjustments Policy](#).

### DETAILS OF PERSON COMPLETING THIS SECTION

Family name: .....

Given name(s): .....

Occupation: .....

Contact number(s): .....

Email: .....

Date of assessment: .....

Signature: ..... (required if completing this section of the application.)

# TASC REASONABLE ADJUSTMENTS

## SUMMARY OF REPORT

For TASC to assess this application for reasonable adjustments, a completed summary of the student's medical report/s (see *Supporting Evidence*, page 3) **MUST** be provided by the TASC Liaison Officer, Principal or school-based professional (counsellor, psychologist, etc), OR a medical professional, in the sections below. (Supporting evidence **MUST** also be attached to this application)

Applications that are submitted without a summary of the student's medical report will not be processed.

Please note that TASC may require additional information to be provided by the TASC Liaison Officer or Principal in relation to adjustment applications.

1. Student's diagnosis and history of the condition (e.g. diabetes, specific learning disorder, vision impairment etc.):

## TASC REASONABLE ADJUSTMENTS

2. The functional impact of the student's condition and how this will affect the student's ability to perform in their exams **MUST** be outlined below:

# TASC REASONABLE ADJUSTMENTS

3. List the Reasonable Adjustments for which you are applying:

*Please see Attachment 2 – Possible Adjustments Available for an example list. This is not a comprehensive list, **specific adjustments for each student are dependent on** the diagnosed condition, impairment or disability and what will assist them during an exam.*

4. If the use of a computer, assistive technologies, a scribe or a reader are requested, list any Level 3 or 4 TASC course exams you **will not** require these adjustment/s for (e.g. Mathematics or Science exams):

*This information is important to ensure correct allocation of Exam Supervisors at your Exam Centre.*

# TASC REASONABLE ADJUSTMENTS

## SECTION C – SCHOOL STATEMENT

TASC cannot process this application if any information provided in this section is incomplete.

*This Section can be completed by the same person completing Sections A and B.*

For TASC to have the necessary information to assess this application, the school must provide a brief statement answering the below question.

### DETAILS OF SCHOOL CONTACT COMPLETING THIS SECTION

Family name: .....

Given name(s): .....

Position: .....

Email: .....

Contact number(s): .....

Please outline the strategies/adjustments that have been put in place for this student at the school (throughout the year and during mid-year exams or other significant assessments) and how long the student has been receiving these adjustments. If the adjustments being sought are not currently provided internally by the school for that student, please explain this below.

Please note that adjustments requested for a student's external assessments from TASC must be feasible to be provided by the school making the request (e.g. enough rooms for separate rooms, access to a stand up desk, suitable seating arrangements, etc).



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## ENDORSEMENT FROM SCHOOL PRINCIPAL

All applications **MUST** be endorsed and signed by the principal of the school/college attended.

Name of principal: .....

Signature of principal: ..... Date: .....

## SECTION D – HUMANITARIAN ENTRANT APPLICATION

Year of resettlement: .....

HUMANITARIAN ADJUSTMENTS <i>(tick appropriate adjustment)</i>	
ADJUSTMENT	DESCRIPTION
<input type="checkbox"/> 1 <sup>st</sup> Year after resettlement	<ul style="list-style-type: none"><li>• 1 hour of extra time for each exam</li><li>• markers will be advised to ignore spelling and grammar</li><li>• use of a clarifier if a paper-based dictionary is not available.</li></ul>
<input type="checkbox"/> No SA – 2 <sup>nd</sup> Year after resettlement <input type="checkbox"/> Yes SA – 2 <sup>nd</sup> Year after resettlement	<ul style="list-style-type: none"><li>• 1 hour of extra time for each exam If the student has achieved a Satisfactory Achievement (SA) or better in a TASC Level 3 or Level 4 course in the previous year will be granted the normal extra time adjustment<ul style="list-style-type: none"><li>○ 3 hour exam = extra 30 minutes</li><li>○ 2 hour exam = extra 20 minutes</li></ul></li><li>• markers will be advised to ignore spelling and grammar</li><li>• use of a clarifier if a paper-based dictionary is not available</li></ul>
<input type="checkbox"/> 3 <sup>rd</sup> Year after resettlement	Regardless of the completion or lack of English as an Additional Language or Dialect (EALD) or English studies the student can only be granted normal extra time (i.e. 30 minutes for a 3 hour exam and 20 minutes for a 2 hour exam). This is the final year that reasonable adjustments may be granted to Humanitarian students.

## ENDORSEMENT FROM SCHOOL PRINCIPAL

All applications must be endorsed and signed by the principal of the school/college attended

Name of principal: .....

Signature of principal: ..... Date: .....

## ATTACHMENT 1 – ASSESSMENT TOOLS

- evidence from an independent medical professional who has treated the student and should be supported by history and statements about impact on student's day-to-day functioning and capacity to complete an exam
- school-based professional evidence should be supported by history and statements about impact on student's day-to-day functioning and capacity to complete an exam
- report from a qualified practitioner indicating the level and nature of impairment
- support statement and recommendations from specialist teacher e.g. Visiting Teacher Service
- if the student has undertaken a spelling and/or reading test, a brief outcome of the assessment should be included in the summary attached by the medical professional.

Some examples of tests medical professionals and/or counsellors may have administered to diagnose the student's condition:

- WISC V
- WIAT II or WIAT III
- WAIS IV
- Stanford Binet IV or V
- WASI II
- Woodcock Johnson IV
- Detailed Assessment of Speed Handwriting (DASH) test
- Speech Pathologist reports and testing – with a formal diagnosis
- Spelling and/or reading tests undertaken with school-based professional or medical professional.

## ATTACHMENT 2 – POSSIBLE ADJUSTMENTS AVAILABLE

Below are **examples** of possible adjustments that can be requested for external exams, all adjustments must be endorsed by the student’s school/college. *This is not a comprehensive list, **specific adjustments for each student are dependent on the diagnosed condition, impairment or disability and what will assist them during an exam.***

ADJUSTMENT	DESCRIPTION
Adapted exam papers	<p>Provided with adapted exam papers.</p> <p>For example, you may require enlarged exam papers (A4 – A3), enlarged font, specific coloured paper, additional writing space, braille etc. Outline the specific requirements in Section B, 4.</p>
Assistive technologies	<p>Permission to use assistive technologies to complete your exam/s.</p> <p>The specific form of assistive technology will be dependent on the diagnosed condition, impairment, or disability, i.e. CPEN, Dragon Speak, etc. All technologies must be provided by the school. The student <b>MUST</b> be comfortable using the technology and using it as part of their day-to-day learning. The technologies <b>MUST NOT</b> autocorrect spelling, punctuation, grammar, etc.</p> <p>You will be seated in a smaller or separate room, depending on the type of assistive technology being used.</p>
Blood glucose monitoring	<p>Permission to use a blood glucose meter or monitor levels via a phone app. These will need to be placed on the floor next to the student.</p>
Clarifier	<p>Permission to use a clarifier.</p> <p>An English as a Second Language (ESL) trained person who is able to provide basic explanations of terms, without answering the questions. The ESL trained person <b>must</b> be provided by your school or college and cannot be one of your teachers.</p>
Computer	<p>Permission to use a computer to complete your exam/s.</p> <p>The computer supplied by the school will:</p> <ul style="list-style-type: none"> <li>• be a stand-alone computer that only has access to a word-processing package and approved software</li> <li>• not allow the student to use predictive software or functions</li> <li>• not allow the student to access dictionary functions in examinations where a dictionary is not allowed</li> </ul> <p>You will be seated in a smaller room with other students.</p>

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ADJUSTMENT	DESCRIPTION
Drink	Permission to bring a drink of other than water into the exam room. This must be in a clear drink bottle with a lid and no label.
Ergonomic furniture	Permission to use ergonomic furniture such as a special chair, footrest, or sit-stand desk etc. This <b>must</b> be provided by the school or student.
Extra time	<p>Permission to use extra time for each written exam.</p> <p>All extra time is applied at the start of the exam before the scheduled starting time of either 9:00am or 1:30pm. The only exception to this rule is applicable to the ITS315118 Information Systems and Digital Technology exam, where all extra time is applied at the end.</p> <p>Amount of extra time applied per written exam:</p> <ul style="list-style-type: none"> <li>• 3 hour exam = extra 30 minutes</li> <li>• 2 hour exam = extra 20 minutes</li> </ul> <p>Only <b>ONE</b> of the following extra time adjustments is permitted:</p> <ol style="list-style-type: none"> <li>1. <b>Additional working time</b></li> <li>2. <b>Supervised rest breaks</b>  <i>For students who require movement during the exam period to alleviate the functional impact of their diagnosed condition, impairment or disability.</i>  <i>Rest breaks can be taken as required during the allowed time. Students will need to discuss their requirements with their TASC Liaison Officer and Exam Supervisor prior to starting their exam/s.</i> </li> </ol> <p>Please indicate on the application form which <b>ONE</b> of the above extra time adjustments is required.</p>
Food	Permission to bring a small amount of food into the exam room.
Ignore grammar	Markers will be advised to ignore poor grammar.
Ignore handwriting	Markers will be advised to ignore poor handwriting.

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ADJUSTMENT	DESCRIPTION
Ignore spelling	Markers will be advised to ignore poor spelling.
Medication	Permission to take medication into the exam room.
Noise cancelling headphones	Permission to use noise cancelling headphones. These <b>must</b> be provided by the student or school and cannot be used to play music.
Reader	<p>Permission to use of a reader.</p> <p>The reader reads the candidate the exact text of the exam questions. The reader <b>does not</b> provide any commentary or interpretation.</p> <p>The reader <b>MUST</b> be provided by the school and <b>MUST NOT</b> be a parent, relative, friend, teacher of the student or a teacher of the course. Further information about use of a reader can be found in the <a href="#">TASC Reasonable Adjustment Policy</a>.</p>
Scribe	<p>Permission to use of a scribe.</p> <p>The scribe <b>MUST</b> write the exact text as communicated by the candidate orally, through interpreted sign language, finger spelling, or any other appropriate medium.</p> <p>The scribe can use a computer as outlined in the <i>computer</i> adjustment.</p> <p>The scribe <b>must</b> be provided by the school and <b>MUST NOT</b> be a parent, relative, friend, teacher of the student or a teacher of the course. Further information about use of a scribe can be found in the <a href="#">TASC Reasonable Adjustment Policy</a>.</p>
Seating arrangements	Permission to be seated as close as possible to the exit or at the front / back of the room.

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ADJUSTMENT	DESCRIPTION
Separate exam room	<p>Permission to be seated in a separate exam room alone.</p> <p>This reasonable adjustment is only approved in extraordinary circumstances. The eligibility criteria for a separate room includes:</p> <ul style="list-style-type: none"> <li>• where a student's learning and ongoing assessment tasks have been conducted separately from their peers i.e. learning from home</li> <li>• where a student is unable to be examined without impacting on the exam conditions of other students and/or their own due to their diagnosed condition, impairment or disability.</li> </ul> <p>Further information about being seated in a separate exam room can be found in the <a href="#">TASC Reasonable Adjustment Policy</a>.</p>
Smaller exam room	<p>Permission to be seated in a smaller exam room with other students. The number of students in the exam room is determined by the facilities available at the school.</p> <p>There are specific adjustments that will automatically require a smaller room. It is important that students are aware that they may be sitting with others if this reasonable adjustment is requested.</p> <p>Further information about being seated in a smaller exam room can be found in the <a href="#">TASC Reasonable Adjustment Policy</a>.</p>
Stammer/Stutter	<p>For practical and oral performances, the examiners will be informed of any stammering or stuttering condition and will be asked to take this into account during the assessment.</p>
Written exam instructions	<p>Spoken exam instructions provided before the beginning of exams will be provided in writing.</p>