

# TASC REASONABLE ADJUSTMENTS

## APPLICATION FORM

This form is for students requesting reasonable adjustments for TASC Level 3 and 4 external assessments due to a diagnosed medical condition, impairment, disability, personal circumstances, or humanitarian considerations. Reasonable adjustments ensure fair access to assessments while maintaining the integrity and standards of TASC's external examination process.

Students may apply under one of the following categories:

- **Medical condition, impairment, or disability:** Requires a formal diagnosis from a registered health professional.
- **Personal circumstances:** For students affected by significant life events such as bereavement, family violence, natural disasters, or medical emergencies.
- **Imputed diagnosis:** Where no formal diagnosis exists, but the school reasonably believes the student has a condition impacting their ability to sit exams, supported by teacher observations or work samples.
- **Humanitarian considerations:** For students currently in Australia on a humanitarian visa.

### Completing the application

- **Section A: Student Information:** To be completed by the student (or parent/guardian if applicable).
- **Section B: Reason for Application:** To be completed by the appropriate professional:
  - **Part 1: Medical condition, impairment, or disability** – must be completed by a registered health professional (e.g., doctor, psychologist, occupational therapist). If based on previous reports, assessments, or learning plans, a TLO or school-based staff member may complete it.
  - **Part 2: Imputed diagnosis** – must be completed by a school principal, TLO, learning support teacher, or other school-based staff member who has observed and documented the student's needs.
  - **Part 3: Personal circumstances** – must be completed by a school principal, TLO, school counsellor, or another relevant professional who can verify the circumstances and their impact.
  - **Part 4: Humanitarian Considerations** – must be completed by the student, parent/guardian, or a school-based staff member.
- **Section C: Recommended Adjustments:** To be completed by the recommending professional (health professional, TLO, or school-based staff).
- **Section D: School Statement and Endorsement:** Must be completed for all applications by the Principal or TLO to confirm how adjustments are used internally and whether they align with the student's needs.

## Supporting Evidence

Applicants must provide supporting documentation that verifies their eligibility for reasonable adjustments under one of the following categories:

Application Category	Required Evidence
Medical condition, impairment or disability	Medical report from a registered health professional outlining the diagnosis and functional impact, plus suggested adjustments.
Personal circumstances	Relevant documentation such as a medical certificate, police report, statutory declaration, or school principal's declaration.
Imputed diagnosis	Learning plan, work samples, teacher observations, or supporting school documentation.
Humanitarian consideration	Visa documentation or ImmiCard.

## Additional requirements

For applications under medical condition, personal circumstances, or imputed diagnosis, the description of the functional impact must be detailed, outlining how the condition affects exam performance and why the recommended adjustments are necessary

Incomplete or insufficient applications may result in delays in processing. Ensure all required documents are attached before submission.

## Privacy and Consent

TASC will manage information in accordance with the [TASC Personal Information Protection Policy](#) and the [Personal Information Protection Act 2004](#).

# TASC Contact Information

Students should first seek support from their school's TASC Liaison Officer (TLO) when applying for Reasonable Adjustments.

For further information or clarification, students and parents can contact TASC at:

**Email:** [enquiries@tasc.tas.gov.au](mailto:enquiries@tasc.tas.gov.au)

**Phone:** 03 6165 6000

**Postal Address:** GPO Box 333, HOBART TAS 7001

TLOs with questions about Reasonable Adjustments should submit a query through TRACS.

## Checklist

Use this checklist to ensure all required sections are completed before submission:

- Section A:** Student information completed
- Section B:** Reason for application completed (**Part 1, 2, 3, or 4**)
- Section C:** Recommended adjustments completed
- Section D:** School statement and endorsement completed and signed by the Principal or TLO
- Copies of all required documents attached** (e.g., medical reports, learning plans, statutory declarations)
- For re-applications:** previously approved adjustments have been reviewed, and any modifications are clearly outlined

## Submission to TASC

Once all sections are completed and supporting documents are attached, the **TASC Liaison Officer (TLO) must submit** the application via TRACS. Students and parents should liaise with their school's TLO for submission assistance.

## Submission Dates

### **28 April – 4 July 2025 – Reasonable Adjustments applications open**

- All applications must be submitted by this date. Late applications may not be accepted.

### **21 July – 26 September 2025 – Personal Circumstances applications open**

- Applications for Personal Circumstances must be submitted within this timeframe. Late applications may not be accepted.

### **May – Mid-October 2025 – Adjustments reviewed and confirmed**

- TASC will review and confirm adjustments on a rolling basis, with application outcomes provided before external exams.

## SECTION A: Student information

This section must be completed to apply for reasonable adjustments in TASC Level 3 and 4 course external assessments.

TASC ID: ..... Student name: .....

Student email: .....

School/College: ..... Year of study: .....

**Type of application** (select the appropriate option):

- New application** – first-time request for reasonable adjustments  
(must complete the relevant part of Section B, provide supporting documentation from a medical or school-based professional, and complete Sections A, C, and D)
- Re-application** – for students with previously approved adjustments due to the same diagnosis, impairment, condition, or circumstance
  - Previously approved **permanent\*** condition – requesting additional or modified adjustments (must complete the relevant part of Section B, provide supporting documentation from a medical or school-based professional, and complete Sections A, C, and D)
  - Previously approved **non-permanent\*\*** condition (select one option):
    - No additional adjustments required  
(must complete Sections A and D, and provide supporting medical evidence)
    - Requesting additional adjustments  
(must complete the relevant part of Section B, provide supporting documentation from a medical or school-based professional, and complete Sections A, C, and D)

**Note:** Updated evidence must be provided to support requests for additional adjustments.

## Student Declaration

I give permission for the individuals listed in this application, or Tasmanian Government representatives, to provide TASC with relevant information regarding my request for reasonable adjustments.

I authorise TASC to discuss this application with any person who has signed this form or attachment, as is required by TASC to make a decision in regard to my application for reasonable adjustments.

Student signature: .....

Parent/Guardian signature (if applicable): .....

Date: .....

\* **Permanent condition:** (adjustments remain the same unless modifications are requested)

\*\* **Non-Permanent condition:** (adjustments must be reassessed for each new application)

# SECTION B: Reason for Application

Please choose the category that applies to you and have a suitably qualified person complete it.

## Part 1: Medical condition, impairment, or disability

This section must be completed by a registered health professional (e.g., doctor, psychologist, occupational therapist) who can provide relevant medical evidence or, where applicable, by the TLO or school-based staff referencing existing documentation.

### Diagnosis and impact

- physical       learning       psychological       sensory

Diagnosis:

*Provide the official diagnostic title rather than a symptom or general description. Terms like “anxiety” or “handwriting difficulties” are not formal diagnoses and may not be adequate for the approval of adjustments.*

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Date of diagnosis: .....

Duration:       Temporary       Ongoing

Did you make the diagnosis?     Yes     No    *If **no**, answer the questions below:*

Who made the diagnosis?

Name: .....

Profession: .....

Speciality: .....

How are you aware of the diagnosis?

Viewed report and/or learning plan or advised by diagnosing health professional.

Advised by other party (specify):

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Date of report, learning plan, and/or assessment: .....

Date advised: .....

## Supporting evidence

Provide details of the supporting documentation that is being provided with the application.

report (type): .....

assessment (type): .....

other (specify): .....

## Additional comments *(if relevant)*:

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## Declaration *(form completed by)*:

Health professionals or school-based staff may either complete their details below or use an official provider stamp in place of entering their information.

Name: ..... Date: .....

Profession: ..... Specialty: .....

Place of work/organisation: .....

AHPRA registration number:..... Phone: .....

Health professional signature: .....

## Provider stamp

Once this section is completed, proceed to **Section C: Recommended Adjustments**.

## Part 2: Imputed diagnosis

This section must be completed by a school principal, TASC Liaison Officer (TLO), learning support teacher, or another school-based staff member who has observed and documented the student's needs.

### **Nature and impact of imputed diagnosis**

- physical       learning       psychological       sensory

Describe the student's observed difficulties based on teacher or support staff assessments. Avoid general terms such as "learning difficulties" or "struggles with writing" without further details. The observations should outline specific behaviours, functional impacts, and evidence from work samples, learning plans, or teacher reports that indicate the need for reasonable adjustments.

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### **Supporting evidence**

- learning plan       work sample       teacher observations
- other (specify): .....

### **Declaration** *(form completed by):*

Name: .....

Position: .....

Signature: ..... Date: .....

Once this section is completed, proceed to **Section C: Recommended Adjustments**.

## □ Part 3: Personal circumstances

This section must be completed by a school principal, TASC Liaison Officer (TLO), school counsellor, or other relevant professional who can verify the circumstances and their impact.

### Nature of circumstance

- bereavement       family violence       natural disaster       medical emergency
- other (specify): .....

Provide a clear description of the significant life event affecting the student (e.g., bereavement, family violence, natural disaster, medical emergency). General statements such as "stress" or "family issues" may not be sufficient. Supporting evidence must clearly demonstrate the impact on the student's ability to sit exams under standard conditions.

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### Supporting evidence

- death certificate       statutory declaration       police report       medical certificate
- other (specify): .....

### Declaration *(form completed by):*

Name: .....

Position: .....

Signature: ..... Date: .....

Once this section is completed, proceed to **Section C: Recommended Adjustments**.



## Part 4: Humanitarian consideration

This section must be completed by the student, their parent/guardian, or a school-based staff member who can provide supporting documentation regarding the student's humanitarian status.

Date of resettlement in Australia: .....

### Documents provided

Visa     ImmiCard     Other (specify): .....

### Adjustment available for humanitarian applicants

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"/> 2 <sup>nd</sup> Year after resettlement SA achieved in TASC Level 3 or 4: <input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> <li>• 1 hour of extra time for each exam</li> </ul> If the student has achieved a Satisfactory Achievement (SA) or better in a TASC Level 3 or Level 4 course in the previous year they will be granted 10 minutes extra time per hour: <ul style="list-style-type: none"> <li>○ 3-hour exam = extra 30 minutes</li> <li>○ 2-hour exam = extra 20 minutes.</li> </ul> <ul style="list-style-type: none"> <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 whether the student has completed or not completed English as an Additional Language or Dialect (EALD) or English studies, they are only eligible for a maximum of 10 minutes of extra time per hour (e.g., 30 minutes for a 3-hour exam or 20 minutes for a 2-hour exam).  This is the final year that humanitarian students may be granted reasonable adjustments.

### Declaration (form completed by):

Name: .....

Position: .....

Signature: ..... Date: .....

Once this section is completed, proceed to **Section D: School statement and endorsement.**

## SECTION C: Recommended Adjustments

This section must be completed by the recommending professional (e.g., health professional, TLO, or school-based staff) based on supporting evidence. Use the table below to outline the recommended adjustments and describe their functional impact on the student's ability to complete TASC Level 3 and 4 external assessments under standard conditions.

For guidance on possible adjustments, refer to [Possible Reasonable Adjustments for TASC External Assessments](https://www.tasc.tas.gov.au/wp-content/uploads/2025/03/Possible-Reasonable-Adjustments-for-TASC-External-Assessments.pdf) (<https://www.tasc.tas.gov.au/wp-content/uploads/2025/03/Possible-Reasonable-Adjustments-for-TASC-External-Assessments.pdf>). Adjustments are determined on a case-by-case basis

Adjustment	Functional impact

### Adjustments not required for certain courses

If any of the requested adjustments (e.g., use of a computer, assistive technologies, scribe, reader, extra time, or rest breaks) are **not needed** for specific Level 3 or 4 TASC course exams, please list those courses below (e.g., Mathematics or Science exams).

Listing a course in this section does not affect eligibility for adjustments in other courses. This is only to indicate where specific adjustments are not required.

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Once this section is completed, proceed to **Section D: School statement and endorsement.**

# SECTION D: School Statement and Endorsement

To be completed by the school principal or TLO.

## School statement

Provide details on how the requested adjustments are used internally and whether they align with the student’s needs for external assessments. Include:

- How the student currently uses the adjustments in their learning environment.
- Whether the student is accustomed to them (e.g., regularly uses text-to-speech software).
- If the school agrees the recommended adjustments are appropriate for external exams.
- If the school does not support a specific adjustment, explain why.

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## School endorsement

All applications must be endorsed and signed by the principal or their delegate of the school/college attended.

I declare that, to the best of my knowledge, all the information given on this form (and attachments) is correct. For student:

<b>TASC ID</b>	
<b>Student name</b>	

Name of Principal (or delegate): .....

Signature: ..... Date: .....