Criteria for supporting documentation:
Special conditions for students with specific learning and/or invisible disabilities

University of Auckland students with specific learning disabilities, attention deficit disorders and autism spectrum disorder can apply for special conditions in written tests and exams.

For students with specific learning disabilities (e.g., dyslexia, dyspraxia, dysgraphia, dyscalculia)

Students must provide supporting documentation from an educational psychologist or other suitably qualified specialist (e.g., occupational therapist, NZCER Level C Assessor).

The assessment report must be less than four years old. In some cases, exceptions may be made or further assessment may be required.

Documentation should include:

1. Detailed information about the tests used, results (with standard scores or percentiles) and conclusions.
2. Evidence of cognitive, diagnostic and/or attainment testing which indicate specific learning disabilities (such as dyslexia, dyspraxia, dysgraphia, dyscalculia).
3. Discussion of the impact of the condition on the individual student’s academic performance.
4. Recommendations for special conditions (e.g., extra time, reader/writer, computer).

If your assessment report does not contain specific recommendations for special conditions and/or the conditions differ from those received for school exams, you need to provide additional documentation from your school. For example, your school SENCO may have assessed you (by collecting writing or typing samples) as evidence for your NZQA, Cambridge or IB special conditions application.

Documentation could also include recommendations related to other academic accommodations, academic and learning skills development, and assistive technology.

Read the University’s Special Conditions for Written Tests and Examinations Policy.

Further information can be obtained from Student Disability Services and the Examinations Office.

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1 This applies to written tests and exams 30 minutes or longer in duration.
2 Reassessment is required four years from the date of assessment.
3 For example, if assessment has been carried out at 18 years using tests appropriate to adulthood.
For students with other invisible disabilities
(e.g., Attention Deficit Disorders and Autism Spectrum Disorder)

Students must provide supporting documentation from an appropriate medical professional (e.g., psychiatrist, specialist doctor) or other suitably qualified specialist (e.g., clinical psychologist).

Documentation should include:

1. Detailed history and background information.
2. Diagnostic criteria and tools used (e.g., self-report checklists, TOVA, DSM-IV) with results and conclusions.
3. Discussion of the impact of the condition on the individual student’s academic performance.
4. Recommendations for special conditions (e.g. extra time, reader/writer, computer).

If your documentation does not contain specific recommendations for special conditions and/or the conditions differ from those received for school exams, you need to provide additional documentation from your school. For example, your school SENCO may have assessed you (by collecting writing or typing samples) as evidence for your NZQA, Cambridge or IB special conditions application.

Documentation could also include recommendations related to other academic accommodations (such as a separate room), pharmacological and/or psychological treatments.

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Further information can be obtained from Student Disability Services and the Examinations Office.