Reasonable adjustments
(including special consideration) policy

1. INTRODUCTION

Statutory Regulations regarding reasonable adjustments

1.1 The Equality Act 2010 (the Act), sets out a duty for employers and service providers to make reasonable adjustments for disabled people. This duty applies only in the context of disability; it does not apply to discrimination on the grounds of other protected characteristics, such as gender, race or age.

1.2 The Act places the following duties on awarding organisations in respect of disability:

• the duty to make reasonable adjustments for disabled candidates
• the duty not to discriminate against, harass or victimise disabled people in the arrangements for conferring qualifications

1.3 These are not new duties; they were originally set out in the 2005 Disability Discrimination Act. For a number of years awarding organisations have made reasonable adjustments for disabled candidates taking certain general qualifications. Such reasonable adjustments can be broadly categorised as:

• presentational adjustments - e.g. provision of modified or Braille papers
• scheduling adjustments - e.g. provision of additional time response adjustments - e.g. allowing candidates to speak or sign answers

1.4 Both the 2005 Disability Discrimination Act and the Equality Act 2010 have recognised the principle that reasonable adjustments may not always be appropriate in relation to qualifications. This is due to the fact that qualifications are designed to assess what a candidate can and cannot do. A qualification may only be adjusted up to a certain point before the meaning and value of the qualification may be undermined.

What is a reasonable adjustment?

1.5 A reasonable step taken to lessen or remove the effects of a substantial disadvantage to a disabled learner in an assessment. A reasonable adjustment for a particular person may be unique to that individual.

2. POLICY

General Statement of Commitment

2.1 First Aid Awards is committed and, in turn, requires its Approved Centres to be committed, to this policy of providing all candidates with an equal opportunity to achieve qualifications through the provision of alternative assessment arrangements where necessary and appropriate.

2.2 Reasonable steps will be taken to help disabled learners to undertake a course but will not reduce the level of knowledge or competence necessary to achieve a qualification.

Assessing the need for reasonable adjustments

2.3 Instructor/Assessors must, on opening a course, ask Learners if they require particular assistance in receiving or undertaking the course. For example, difficulties with reading, hearing or physical constraints. Learners are asked to complete a Learner Registration Form at the start of the course and this will advise Learners to inform the Instructor/Assessor of any special needs and also provide advice to the Instructor/Assessor in case the Learner does not mention an issue. An Instructor/Assessor may also obtain information from other sources, e.g. from the client who has commissioned the course.
2.4 To help the Learners assess whether they may need special help, the Instructor/Assessor should outline the way in which the course is to be delivered and assessed, with reference to:

- Spoken delivery
- Audio/visual aids
- Written or oral tests
- Physical demands
- Physical contacts
- Overall assessment process
- What is required in order to achieve the qualification

Special Consideration - Temporary impediment or physical impairment

2.5 Special consideration will be given to a Learner who has temporarily experienced an illness or injury, or some other event outside of the Learner’s control, which has had, or is reasonably likely to have had, a material effect on that Learner’s ability to take an assessment or demonstrate his or her level of attainment in an assessment.

2.6 For example, in situations where it is identified that a candidate who is about to embark on a first aid course has a temporary physical impairment, it may be sensible to advise him/her to defer training until he/she is fit. If this is not possible and the candidate has a temporary physical impairment, affecting for example mobility, a training provider can temporarily accommodate this during training. For example, a knee injury may prevent CPR training as the person is unable to kneel on the floor, so the training could be delivered at waist height. However, the final assessment must still be conducted at floor level. An option here is to defer the final assessment until the candidate is fit to undertake it.

2.7 Final competency assessments can be deferred for up to 6 weeks in line with HSE guidance.

2.8 If the competency assessment cannot be completed within the above periods, the person cannot be granted the qualification.

Examples of Reasonable Adjustments

2.9 It will be for the Instructor/Assessor to make such reasonable adjustments as are possible and reasonable having regard to the needs of the individual, other Learners and the integrity of the training. All Learners must demonstrate the required level of knowledge and competence for the qualification. An award cannot be made simply because a learner is disabled. Examples of reasonable adjustments:

- Positioning the Learner in the classroom to accommodate hearing or sight issues.
- Providing special access to the training venue.
- Providing food and drink as may be required.
- Providing suitable seating.
- Reading a written assessment questions to a candidate.
- Writing answers as provided by a candidate to written assessment questions.
- Repeating instructions or questions.
- Allowing extra time.
- Positioning practical activities in a position to enable a candidate with a temporary disability to learn techniques (see 2.5 to 2.7 above)

(The above list is not exclusive)
**Final Assessments**

2.10 Whilst reasonable adjustments may be made as above, the final assessment must be based on the Learner’s own answers and his/her unaided demonstration of practical competences. For example, in the final assessment of first aid courses, candidates must demonstrate competence in assessing injuries, communicating with casualties and others, and administering first aid such as CPR. If the Learner is unable to demonstrate these competencies, they will not qualify.

3. **QUESTIONS, COMPLAINTS AND APPEALS**

3.1 If an Approved Centre is unable to decide on a reasonable adjustment question, they may contact First Aid Awards for advice.

3.2 If a Centre is unable to satisfactory resolve a complaint from a Learner that he/she has not received fair treatment either in the training or assessment, then the matter should be pursued through the FAA Complaints and Appeals Procedure.