

WHAT IS REASONABLE ADJUSTMENT AND SPECIAL CONSIDERATION?

REASONABLE ADJUSTMENT

The aim of a reasonable adjustment is to reduce the negative impact of a disability on a learner's ability to access learning and assessment.

Equalities law requires First Aid Awards (FAA) to make reasonable adjustments where possible and an FAA centre must grant reasonable adjustments following this policy. Failure to adhere to this policy, such as not following the requirements of the practical assessment and exceeding allowances, could constitute malpractice.

A reasonable adjustment can be granted to a learner who has a disability, medical condition or learning need such as difficulty with reading and writing but cannot give a learner an unfair advantage or compromise the assessment and is not appropriate for some qualifications as the validity of the assessment could be affected.

A centre or trainer/assessor must consider the specific requirements of a practical assessment and the additional considerations, as below, before granting any reasonable adjustment and should contact FAA if any guidance is needed about granting reasonable adjustment.

SPECIAL CONSIDERATION

Special consideration can be granted to a learner in certain circumstances by deferring the assessment.

APPLYING FOR A REASONABLE ADJUSTMENT

A learner could apply for a reasonable adjustment during course booking procedures or course registration but any reasonable adjustment must be in place before the start of the assessment.

Reasonable adjustment must be recorded on FAA course paperwork and the online system when registering learners. A register of all reasonable adjustment granted should be held by the centre for quality assurance purposes.

A learner should be made aware of all relevant aspects of qualification delivery and assessment during the course introduction such as:

- Spoken delivery
- Audio visual aids
- Written assessment
- Oral questioning
- Physical requirements
- Physical contact

GRANTING A REASONABLE ADJUSTMENT

Consideration, such as their position in a classroom, should be given to a learner with sight or hearing impairment if this benefits their participation, success, and enjoyment of the course.

The following reasonable adjustments can be granted by an FAA centre:

- **Providing a reader**

The reader reads any instructions and the questions to the learner but must not give any additional assistance. This should be away from the rest of the group to prevent disturbing other learners

- **Providing a scribe**

The scribe writes down the learner's dictated answers but must not give any additional assistance. This should be away from the rest of the group to prevent other learners overhearing answers

- **Extra time for a written assessment**

Up to 25% additional time allowed

- **Assessment material on coloured paper or enlarged format**

- **Use of coloured overlays, low vision aids, tinted spectacles**

- **Use of a bilingual dictionary**

- **Providing a translator**

A translator can be used during the course but not during the assessment. The assessment must be conducted in English - [FAA Language Policy](#)

- **Sign language interpreter**

A sign language interpreter can be allowed during training and during a practical assessment for the purpose of trainer/assessor responses and oral questioning, but cannot be used during a written assessment

Any additional reasonable adjustment will require approval from FAA. FAA should be contacted at least 5 working days before course commencement, and we will respond within 2 working days.

FAA PRACTICAL ASSESSMENT REQUIREMENTS

A LEARNER MUST BE ABLE TO GET TO THE FLOOR UNAIDED AND SUCCESSFULLY DEMONSTRATE ALL REQUIRED ELEMENTS OF THE PRACTICAL ASSESSMENT ON THEIR OWN, WITH THE CASUALTY ON THE FLOOR, AS IN A REAL-LIFE SITUATION

Where a learner is unable to meet the requirements of a qualification necessary for an employer to fulfil their obligations under health and safety legislation, such as the Health and Safety (First-Aid) Regulations 1981, adjustment may not be possible.

Reasonable adjustment cannot be granted to enable a learner to be awarded the regulated qualification if they would be unable to fulfil a role such as a first aider in the workplace. The trainer/assessor is responsible for ensuring that despite any disability, medical condition or learning need a learner can effectively administer first aid in any real-life situation without assistance.

Not all learners will necessarily become a first aider in the workplace and if a learner is unable to be awarded the regulated qualification, they could be offered an attendance certificate which could for example enable them to have a role within first aid such as the appointed person.

CARDIOPULMONARY RESUSCITATION AND THE SAFE USE OF AN AED

If a learner has difficulty kneeling on the floor they could practise with the manikin on a table or chair but in real life the casualty is highly likely to fall to the floor so they must be able to demonstrate CPR with a manikin on the floor.

During the assessment, padding such as a folded coat, can be used to kneel on.

Some conditions, such as arthritic wrists, may mean that a learner cannot bend their wrists back. Alternative techniques to administer CPR are acceptable, but the main measure of success should be their ability to safely and effectively compress the chest at the correct depth and rate, while applying pressure to the lower half of the sternum.

A learner must be able to perform CPR effectively and continuously for at least 2 minutes to be considered competent. This must include combining rescue breaths with chest compressions at the current recommended ratio.

A learner must demonstrate the safe use of an AED with a manikin on the floor without assistance from a third party.

PRIMARY SURVEY, RECOVERY POSITION AND SECONDARY ASSESSMENT

A learner does not necessarily have to kneel on the floor, but the 'casualty' must be laying on the floor during the assessment. The learner must perform the required skills, for example assessing response, opening the airway, assessing breathing, and placing the casualty in the recovery position, safely and effectively without assistance from a third party.

A learner should be judged to have completed the recovery position if they have placed the casualty on their side so that fluids drain from the airway/mouth, and the chest is not flat to the floor as that may impede breathing.

WOUNDS AND BLEEDING

A learner must demonstrate the treatment for bleeding safely and effectively including the application of pressure to a wound and applying a suitable dressing. The learner must perform the skill without assistance from a third party, but if another learner is acting as the 'casualty' they can help if requested using one uninjured arm only.

ADDITIONAL PRACTICAL ASSESSMENTS

A learner must be able to demonstrate all other required skills safely and effectively in line with FAA assessment requirements.

OTHER FAA QUALIFICATIONS

Some other FAA qualifications have physical requirements such as a learner needing to demonstrate efficient and safe manual handling principles during the assessment for the FAA Award in Manual Handling – Principles and Practice.

Physical demands are referenced in the FAA Qualification Specification.

ADDITIONAL CONSIDERATIONS

For first aid and related qualifications there are requirements regarding hearing, vision, and communication.

A reasonable adjustment can be granted during a course for a learner with a hearing or visual impairment or if for example English is not their first language, but to successfully complete the practical assessment and be awarded a regulated qualification a learner must be able to satisfy the additional requirements as below.

HEARING IMPAIRMENT

A learner must be able to:

- Effectively communicate with the casualty
- Effectively communicate with the emergency services, understanding and being able to clearly answer any questions asked
- Respond to the automated external defibrillator (AED) commands
- Hear indications or use other senses that will assist them with their decisions regarding appropriate first aid treatment such as the breathing check

VISUAL IMPAIRMENT

A learner must be able to:

- Check for dangers and any indications of what may have happened
- See any visual signs from the casualty that will assist them with their decisions regarding appropriate first aid treatment such as response, chest movement, pallor
- Effectively administer first aid

COMMUNICATION

A learner must be able to:

- Effectively communicate with the casualty
- Effectively communicate with the emergency services, understanding and being able to clearly answer any questions asked

Where English is not the first language of a learner, a translator can be used during the course but cannot be involved during the assessment. The regulatory bodies require that the assessment is conducted in English because proficiency in English is required for the role supported by the qualification, for example a first aider in the workplace. All assessments must be in English including any oral questioning.

During a written assessment, a reasonable adjustment can be granted giving assistance with reading the questions or writing the answers and the use of a bilingual dictionary.

DYSLEXIA

A reasonable adjustment can be granted to a learner with dyslexia following this policy.

Dyslexia would not affect a learner's ability to be an effective first aider. Assistance could be given with the completion of the accident/incident report if required in a workplace.

FAA DISTANCE LEARNING QUALIFICATIONS

Due to the level of unsupervised learning required, a learner must have the literacy skills to be able to read and understand the manual and any additional resources. No reasonable adjustment can be granted if a learner is unable to do this.

SPECIAL CONSIDERATION

TEMPORARY INJURY

If due to a temporary injury at the time of the assessment a learner is unable to complete a practical demonstration, for example they cannot get to the floor due to leg injury, they can practise on a manikin raised on a table during the course. However, to pass the assessment and gain the regulated qualification they must be able to successfully complete the assessment following the practical assessment requirements as above.

If a temporary injury prevents a learner from being able to demonstrate all required practical skills special consideration can be granted by deferring the assessment until they have recovered from their injury.

If a learner is unable to complete the assessment within the maximum course duration allowed, a reasonable amount of additional time can be given but permission must be sought from FAA.

A learner should be made aware of physical demands and where possible if a learner thinks they may be unable to complete all practical demonstrations due to temporary injury, they should inform the centre or trainer/assessor during course booking/registration and consider attending a later course. Learners may still decide to attend knowing they are unable to fulfil the assessment requirements but should understand that they will not be awarded the regulated qualification although they could be issued with an attendance certificate.

If the injury causes a problem during the delivery/assessment of the qualification, the trainer/assessor should discuss the options with the learner.

Learners could be offered a deferred assessment, the opportunity to attend another course or an attendance only certificate.

OTHER CIRCUMSTANCES

An assessment can be deferred for a learner due to adverse circumstances beyond their control such as an accident or bereavement at the time of the assessment.

Special consideration (deferred assessment) cannot be granted for reasons such as being on holiday or moving house etc.

If a learner is unable to complete the assessment within the maximum course duration allowed, a reasonable amount of additional time can be given but permission must be sought from FAA.

If special consideration is granted this should be documented on the course paperwork, indicated on the online system under the reasonable adjustment section during learner registration and a register held at the centre.

APPEALS

A learner should appeal a reasonable adjustment or special consideration decision initially to the FAA centre following the centre appeals policy.

If a learner has exhausted the centre's appeals policy and is unhappy with the outcome, they can refer the matter to FAA following the [FAA Appeals Policy](#).

FAA policies are kept under constant review and updated as and when required.