

Reasonable Adjustment and Special Consideration (RASC) Policy



Reasonable Adjustments and Special Considerations Policy For First Aid Qualifications

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Ethos and Scope

When assessing learners in first aid, the trainer must maintain an understanding that when issuing a pass, the individual may be called upon to deliver lifesaving actions. The casualty may have a medical condition or injuries resulting in life-changing or life-threatening consequences if incorrectly identified or treated. Therefore, learners must show that they are safe, prompt, and effective in all theoretical and practical subjects to achieve a pass.

No Learner should be denied the chance to attend a first aid training course due to a disability. However, to assess the competence and gain certification in first aid qualifications, the learner will need to demonstrate the required practical competencies.

This policy will help Tigerlily staff, trainers, IQAs and learners when reasonable adjustments and special considerations are appropriate and how they should be conducted.

All Trainers should support and comply with the requirements of the Equalities Act 2010. Any Learner assessment should be a fair test of their knowledge and the skills they have obtained. For some Learners, however, the usual format of evaluation may not be entirely suitable.

Trainers should be committed to making sure individuals with special educational needs, disabilities, temporary illness or injury, or other adverse circumstances outside their control are not unfairly disadvantaged when undertaking first aid qualifications or assessments.

To remove barriers that prevent Learners from undertaking assessments, reasonable adjustments may be made, and as well as special considerations. These arrangements ensure that Learners can undertake assessments on a fair and equitable basis. They allow Learners to receive recognition

of their achievements while maintaining the assessment process's integrity, validity, and reliability.

Reasonable Adjustments

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The Equality Act 2010 forms part of modern Trainer and Assessor qualifications (including the Award in Education and Training – AET). If a trainer does not have this as part of their qualification, they would be prudent to undertake relevant CPD. All Tigerlily Staff involved with the booking and quality assurance processes should also understand the Equality Act 2010.

A reasonable adjustment aims to reduce the negative impact of a disability on a Learner's ability to access learning and assessment.

What is a 'reasonable adjustment'?

How reasonable the adjustment is will depend on several factors, including the needs of the learner. An adjustment may not be considered appropriate if it:

- involves unreasonable costs
- involves unreasonable timescales
- affects the integrity or security of the assessment
- impacts upon the safety and wellbeing of the learner or others.

There is no duty on Tigerlily Training to adjust the assessment objectives being tested in an assessment.

To assess whether a reasonable adjustment should be made, Tigerlily Training will consider:

- any minimum standard requirements learners must meet when being assessed (as detailed in the relevant training plans and assessment criteria)
- if the integrity of an assessment, and therefore the reliability and validity of the outcome, would be compromised or undermined
- the individual needs of the learner

- the impact on the learner and any other learners
- the cost and time incurred of making an adjustment
- the safety and wellbeing of the learner and others

Special Considerations and Reasonable Adjustments

In Educational terms, a Special Consideration is defined as a 'post assessment' adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

In first aid, the need for such Special Considerations should be avoided by delaying the assessment until the temporary indisposition is resolved. e.g. in the case of injury, delaying assessment until the learner has recovered. It is acceptable to allow a reasonable period of extra time to complete the qualification in such circumstances.

Declaring a condition, injury, illness, disability or learning difficulty

Clients and learners are encouraged at several stages to report if they (or their staff) may have difficulty in being able to participate in the course. This includes:

- **During the booking process** – if this is the case, the client's/learner's attention should be brought to this document. Staff should be aware that this document may have to be read to the person over the phone, sent electronically or via post (including in large format or with a coloured overlay). Tigerlily Staff should alert the relevant trainer at the earliest opportunity, so they can best prepare. Please note that this may include sending ahead specific recourses (i.e., large print learning recourses, resources on specific coloured paper, etc.).
- **During the 'Welcome and Introduction' of the course** – trainers should alert learners about the need to declare relevant conditions, injuries, illnesses, disabilities or learning difficulties that may hinder their

ability to learn and retain the content; or be able to perform practical skills, both in the training environment and in real life.

Whenever discussing a condition, injury, illness, disability or learning difficulty, Tigerlily Staff & Trainers should ensure that:

- Confidentiality is maintained
- Treat the learner with respect and professionalism, regardless of the learner's condition, injury, illness, disability or learning difficulty
- Ask what the learner needs to support them
- Provide options to the learner
- Ask for help from a senior member of Tigerlily Staff if required

In some cases, it might not be appropriate to make a reasonable adjustment or special consideration if it conflicts with a legal requirement. For example, if a Learner cannot meet the qualification requirements necessary for an employer to fulfil their obligations under Health and Safety Legislation, such as the Health and Safety (First Aid) Regulations 1981. In this scenario, training providers may issue Learners with confirmation of the learner's attendance and their specific achievements on the course.

Supporting those with a specific condition, injury, illness, disability or learning difficulty

A reasonable adjustment for a particular person may be unique to that individual and may not be specifically detailed within this document. However, the following are typical times where Tigerlily may be called upon to consider a reasonable adjustment or make special consideration.

Learning Difficulties

A learning difficulty is a condition that can cause an individual to experience problems in a traditional classroom learning context. It may interfere with literacy skills development and maths and affect memory, focus, and organisational skills.

The most common learning difficulties are:

- Dyslexia - causes problems with specific abilities used for learning, such as reading and writing.
- Attention Difficulties – which may affect a learner’s behaviour (including seeming restless, difficulty concentrating and acting on impulse)
- Dysgraphia - affects the ability to recognise and decipher written words. As a result, writing, spelling, and forming words is challenging.
- Dyscalculia - specific and persistent difficulty in understanding numbers
- Dyspraxia - a common disorder affecting fine and gross motor coordination in children and adults. It may also affect speech.

Things that a trainer may do to support someone with learning difficulties:

- using coloured overlay on written questions
- giving additional time
- using large print format
- reading the questions to the learner and writing down the learner’s answers
- explaining the content in a different way or with an alternate context
- repeating or redemonstrating

Visual Impairment

It is possible for a visually impaired Learner to successfully undertake first aid training and assessment. Where an assessment contains language such as ‘look’, it is reasonable to amend this to ‘assess’, which can be demonstrated by using other senses/involving others.

Hearing Impairment

A deaf or hard of hearing learner can undertake first aid training and assessment successfully. Where an assessment contains language such as ‘listen’, it is reasonable to amend this to ‘assess’, which can be demonstrated by using other senses/involving others. It’s worth highlighting

to a learner the ability to sign up to a system where it is possible to text the Emergency Services for help.

Mental Ill Health (including Acute Stress Disorder (ASD) and Post Traumatic Stress Disorder (PTSD))

A mental illness is a disorder diagnosed by a medical professional that significantly interferes with an individual’s cognitive, emotional or social abilities. There are different types of mental illness, and they occur with varying degrees of severity. This may affect the way they think, feel and act on first aid courses.

At the start of every Tigerlily course, during the ‘Welcome and Introduction’ Section, the presentation mentions explicitly:

“Some of today’s content may be upsetting. Our objective is not to upset but to prepare you for incidents that may happen in the future. Your trainer will do their best to warn you before upsetting content is displayed. If you need to take a moment to collect yourself, please feel free to step out for a minute or two.”

Those who struggle with their mental health, especially if they have had to deal with any of the subjects covered in the course, may find parts of the course challenging.

Appropriate reasonable adjustments may be:

- Allowing the learner to leave the room during parts of the course that they may find triggering, catching the learner up on a 1 to 1 basis in a friendly, safe and non-judgemental manner
- Allowing the learner to practice and be assessed on practical skills, with only the trainer present
- Having a person to support them (or an assistance animal)

Tigerlily Trainers are encouraged to undertake First Aid for Mental Health Training to understand better and support learners who may need additional help or support someone struggling with their mental health.

English as a Second Language (ESL)

Learners should have a level of English that

allows them to:

- Understand and participate in all aspects of the course.
- Effectively communicate with their patient.
- Effectively communicate with the Emergency Services.

All the above should be done without an interpreter or helper being present.

Pregnancy

No pregnant learner should be refused access to Tigerlily Courses unless expressly advised by a Health Care Professional. Learners are invited to share confidentially if they are pregnant (or could be pregnant) at the booking and the welcome and introduction phase. If declaring at the training, the learners should be offered the option of confidentially mentioning it to the trainer before any practical activities (for example: during the 1st break).

Trainers should make the following adaptations during practical activities:

- A pregnant person should be rolled onto their left-hand side during recovery position practical's
- A pregnant person should be advised to place the manikin on their hip rather than their abdomen when performing abdominal thrusts.
- A pregnant person should be encouraged to let their trainer know if they believe any activities are too strenuous or have any concerns.

Additional Support

Some Learners may require additional support when attending first aid training to reduce barriers to learning and assessment. Examples include a sign language interpreter or a support dog, and Tigerlily Training will do its best to reasonably facilitate this but not meet the direct cost of the support.

An additional support person does not affect the Trainer to Learner ratio, and Tigerlily Training will not charge an attendance fee for a support person to attend.

The client/learner must provide sufficient

advance notice to allow Tigerlily Training to make suitable arrangements. This may include checking/notifying other Learners if the additional support may impact safety/wellbeing (e.g. dog hair allergy).

Guidance on training and assessing specific criteria

CPR

If the learner has difficulty kneeling on the floor, they may practise with the manikin on a table or chair if it is safe to do so. In real life, the casualty is highly likely to fall to the floor, so the learner must demonstrate CPR and the safe use of an AED with the manikin on the floor at least once. Padding such as a folded coat may be provided to kneel on during the assessment. When using an AED trainer, the learner must perform the skill without assistance from a third party.

Arthritic wrists (among other conditions) can cause an inability for the learner to bend their wrists back. Alternative techniques are acceptable – the primary measure of success should be the ability to safely and effectively compress the chest at the correct depth and rate whilst applying pressure to the lower half of the sternum.

A Learner must 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 currently recommended ratio.

Unresponsive Casualty

The learner does not necessarily have to kneel on the floor but must perform the required skills safely and effectively (e.g. assessing response, opening the airway, assessing breathing and placing the casualty into the recovery position) without assistance from a third party. The casualty (usually another Learner) must be lying on the floor during the assessment. The learner should be deemed to have completed the recovery position if they placed the casualty onto 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

The learner must demonstrate the treatment for bleeding safely and effectively, including applying pressure to a wound and a suitable dressing. The learner usually demonstrates the treatment of another Learner, who acts as the injured casualty. The learner must perform the skill without assistance from a third party but may ask the 'casualty' to help using one uninjured arm only.

Other practical assessments

For other practical first aid skills not mentioned within this document, the general principle to follow is that the learner should demonstrate the skill safely, effectively and in line with the assessment criteria.

Client's Responsibilities

The Health and Safety Executive publication First Aid at Work Health and Safety (First- Aid) Regulations 1981 Guidance on Regulations discusses the factors that an employer should consider when selecting someone to be a first-aider.

When selecting someone to take up the role of a first-aider, a number of factors need to be taken into account, including an individual's:

- reliability, disposition and communication skills;
- aptitude and ability to absorb new knowledge and learn new skills;
- ability to cope with stressful and physically demanding emergency procedures;
- normal duties, which should be such that they may be able to respond immediately and rapidly to an emergency.

Where an employer decides to send an employee with a known disability on a first aid course, they may wish to consider discussing the need for a functional capability assessment with their occupational health provider prior to enrolment on the course.

The employer's legal responsibility to provide sufficient workplace first aid provision can, however, be achieved by using more than one person. For example, if a disability prevented a Learner from successfully passing a CPR assessment, but the learner was able to pass all the other assessments on the first aid course, it is reasonable for the employer to train co-worker(s) in CPR. Acting together, the full skillset of workplace first aid provision is maintained. This emphasises the importance of providing a record of the assessments the learner was able to successfully pass following training.

Attendance only learners

A Learner participating in a workplace first aid course does not necessarily have to become a workplace first-aider – there are many reasons to learn these valuable skills – so every learner must always be given the ability to participate as entirely as is reasonably possible in first aid training.

Sources

- NHS
- FAQP
- FAAOF
- RCUK
- HSE
- Equality Act 2010

Policy/Process Review Date

This policy/process is reviewed every 12 months with the next review date being:

1st December 2024

Reasonable Adjustment / Special Consideration Form

To apply for a Reasonable Adjustments or Special Consideration please contact us on 0300 3020 999. Any information provided will be treated in full confidence and respect. We

will respond to you within 7 working days of receiving the form. Please ensure that you have read in full Tigerlily Training's RASC Policy before filling in this form.

Policy Sign-Off

A handwritten signature in black ink that reads "Amber Jones". The signature is written in a cursive style with a long, sweeping underline for the letter 'J'.

Amber Jones
Quality Director Tigerlily Training

Date: 01/12/23