

Local Cave & Mine Leader Award

Reasonable adjustment
guidelines for candidates
and trainer/assessors



**Reasonable adjustment guidelines
for candidates and trainer/assessors**

British Caving Association

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Introduction

This document has been produced on behalf of the Qualification Management Committee (QMC) of the British Caving Association. Its purpose is to support candidates preparing for the Local Cave and Mine Leader Award.

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Reasonable adjustment guidelines for candidates and trainer/assessors

This document includes some specific guidance on Dyslexia. Dyslexia is not the only reason someone may need reasonable adjustment, but it is a commonly seen one, which trainer/assessors and candidates may need guidance on. If you need guidance on other needs that may require support; such as neurodivergent, dyspraxia, or any other conditions that may need additional support or adjustments, please contact the Area Liaison Officer (ALO) for your region.

This details in this guidance applies to all candidates who are undertaking British Caving Association (BCA) training or assessments at all levels of the Local Cave & Mine Leader Award Scheme (LCMLA) and Cave Instructor Certificate (CIC). It aims to set out ways of making training and assessments more accessible for those who may have additional needs, such as those with Dyslexia or other requirements.

Candidates attending training or assessments that have a difficulty or disability will potentially be at a substantial disadvantage in comparison to someone who is not disabled or does not have a difficulty. All trainers and assessors (T/A) of the award schemes endeavour to ensure that training and assessments are accessible and a fair test of a candidate's practical skills and knowledge.

For some candidates, we recognise the usual format of training and assessments may not be suitable, in these cases reasonable adjustments may be applied in consultation with the candidate and on a case-by-case basis. The Qualifications Management Committee (QMC) can offer both the candidate and T/A advice and sign point them to appropriate resources.

What is Dyslexia?

While Dyslexia is not the only reason someone may need reasonable adjustment, it is a commonly seen one. As such we have included some information here as a guide.

The British Dyslexia Associations provides a definition on its website of Dyslexia as described by Sir Jim Rose in his document; The Rose Report, Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties, 2009:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.' , [Definition of Dyslexia](#)

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Dyslexia is a unique neurological difference that can present people with daily challenges in reading, writing and information processing. It is only right and fair that we do the best we can, to support people with dyslexia through their training and assessments, without prejudice or favouritism. So, what reasonable adjustments can we make to assist candidates with Dyslexia?

What is reasonable adjustment?

Before reasonable adjustment can be made the trainer or assessor must know what support the candidate needs. Not all candidates will volunteer this information. It is worth stating in correspondence or on medical forms that reasonable adjustment can be made if the candidate feels they need it, for dyslexia or other supported needs. This needs to be followed up and reassurance given, that it is okay to ask for help if needed, which can be done in any pre-course or pre-assessment discussions. A conversation goes a long way to helping.

A reasonable adjustment aims help to reduce the effects of Dyslexia or other difficulties or disabilities, which may place the candidate at a disadvantage during training or assessments. The specific adjustments needed will vary from person to person dependent on the level of support they need.

At training, reasonable adjustment can be made to make the course content and supporting resources more accessible.

At assessment, reasonable adjustment can be applied to enable a candidate to demonstrate their knowledge, skills and understanding of the levels as defined by the assessment criteria. When a reasonable adjustment has been made, the candidate's work will be assessed to the same standards and requirements as defined by the assessment criteria.

How reasonable adjustments can be made

Any reasonable adjustments should be made to allow the candidate to be trained or assessed in a fair manor. These adjustments must;

- Be based on the individual need of the candidate
- Reflect the candidate's normal way of working

Any adjustments should not:

- Invalidate the assessment requirements
- Give the candidate an unfair advantage

Reasonable adjustment can be made in many ways and need to be discussed with the candidate. The candidate will be the best person to talk to when working out what adjustments they feel will help. Ask the candidate:

- What adjustments have been made in the past which you felt helped?
- What resources to you have or already use?

Some possible adjustments for written papers or bodies of text:

- Use of coloured overlays
- Use of text-to-speech systems
- The assessment paper being used as a discussion paper with the assessor writing down or recording the candidate's answers.

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- Extra time being given to allow candidates to process information
- Providing written materials on coloured paper
- Providing computer/screen present information using coloured filters.
- Using Dyslexia friendly fonts, text sizes and spacing:

RESOURCE: For more help with this see the British Dyslexia Association website article – [Dyslexia friendly style guide](#)

Possible adjustments for skills based assessments:

- Allowing the use of field resources such as; cards, apps, etc.
- Providing additional time.
- Providing multiple opportunities for candidates to demonstrate their knowledge.
- Discussing and defining together what it is you are wanting from the candidate.
- Feedback, ask the candidate how they would prefer to receive feedback and work out together the best way of providing this.

Helping our Dyslexic candidates or candidates with other needs

Being flexible and making reasonable adjustments can make a significant impact on our candidates. Think about how many trainings and assessments you have done; at school, at work, etc. How many times have you had to sit a formal or written test? Now imagine doing those whilst managing some level of dyslexia – **“You probably will read slowly and feel that you have to work extra hard when reading. You might mix up the letters in a word – for example, reading the word "now" as "won" or "left" as "felt." Words may also blend together and spaces are lost. You might have trouble remembering what you've read.”**; [Understanding Dyslexia](#).

It sounds like a lot to think about having to make reasonable adjustments for candidates, however when you consider how your flexibility can help candidates to develop their skills, or allow candidates to better show their knowledge and ability, it is worth the extra effort.