

Competency standards may be fixed – **but how they are met doesn't have to be!**



Disability
Inclusion
Toolkit

REASONABLE ADJUSTMENTS

In NVQ Assessment for
Candidates with Disabilities

To increase participation of persons with disabilities in TVET systems

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FOREWORD



"The Skills for Inclusive Growth Project (S4IG), is an initiative of the Australian Government, which is implemented in collaboration with the Ministry of Skills and TVEC. **S4IG is re positioning skills development and strengthening training approaches to support employers across the tourism value chain** ensuring people get job ready skills that result with improved employment outcomes and income levels for trainees."

We are very pleased to work with the Tertiary and Vocational Education Commission (TVEC) of the State Ministry of Skills Development, Vocational Education, Research and Innovations to promote skills development, recognition and employment for persons with disabilities in Sri Lanka. TVEC has shown leadership to enable positive systemic changes through adopting guidelines that ensure access to skills recognition and improvement for persons with disabilities. These changes ensure prosperity for all for Sri Lankans that engage in the skills development system linked with employment outcomes. In the past a person with a disability was most often unable to access skills development services or have their skills assessed or recognised to be able to showcase to employers their willingness and talents for gainful employment in the labour market. The changes introduced by TVEC remove constraints and support training providers and assessors to support persons with disabilities

through skills recognition, flexible delivery of skills training and adaptation in assessment to showcase competence and mastery of a given skills set.

The Skills for Inclusive Growth Project (S4IG), is an initiative of the Australian Government, which is implemented in collaboration with the Ministry of Skills and TVEC. S4IG is re positioning skills development and strengthening training approaches to support employers across the tourism value chain ensuring people get job ready skills that result with improved employment outcomes and income levels for trainees. Better skills across the workforce improves quality service provision which is a key contributor towards increased revenue for enterprises. A world class tourism industry can significantly contribute towards inclusive growth across Sri Lanka but requires a world class workforce. There exists many opportunities for all Sri Lankans throughout the tourism value chain which can be accessed by people with quality skills.

The tools required to ensure persons with disabilities can access skills development and receive recognition of their skills to showcase to prospective employers have been prepared and are ready to implement across Sri Lanka. These tools make 'reasonable adjustments' a reality and create an assessment system that is now focussed on demonstration of competency and mastery of skills required to perform occupational requirements determined by industry. The implementation and use of these tools enable trainers and assessors to support those of us with disabilities to access assessment and have our skills recognised. This recognition enables industry to address skills constraints across the workforce and improve employment and income opportunities for those that have been previously excluded.

We are pleased to commit with TVEC to rolling out these tools to implement government policy and support people with disabilities to access assessment services and have their skills recognised for entry and use across the labour market. In replicating good practices across training providers and amongst industry assessors we can ensure that this section of our community can enjoy the benefits that come with skills recognition. We hope the guidelines and tools developed through this assistance promotes more dialogue and debate between stakeholders for better skills development services.

David Ablett
Team Leader,
Skills for Inclusive Growth (S4IG)

FOREWORD



The present user-friendly toolkit was designed to support NVQ assessors successfully implement the concept of reasonable adjustments when engaging with candidates with disabilities, by providing a wide range of visual and practical examples according to the types of disability and training course.

Training centre staff and assessors are expected to use this new toolkit and encourage persons with disabilities to engage with training and appear for the assessments with confidence. As per the latest developments, unit competence is recognized and “Record of Achievement “is issued to candidates by the TVEC who will not be able to complete a full qualification.

I express my sincere gratitude to the Skills for Inclusive Growth Program(S4IG) for providing their assistance towards promoting disability inclusion in the TVET system, and more specifically for developing this valuable toolkit.

Janaka Jayalath
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Technical and Vocational Education and Training (TVET) offers an important solution to the higher unemployment rate and lower level of education of persons with disabilities in Sri Lanka. The recent policies issued by TVEC explicitly promote training of persons with disabilities within mainstream vocational training institutes and support the transformation and incorporation of disability specific TVET programmes into NVQ framework.

To further improve participation of persons with disabilities in NVQ training courses, TVEC has approved a new circular providing guidelines on the provision of reasonable adjustments in NVQ assessment for candidates with disabilities. The adoption of flexible and fair approaches to assessment aims to accommodate the diverse needs of candidates with disabilities, without compromising the competency level of the qualification.

FOREWORD



the apex body, Tertiary and Vocational Education Commission (TVEC) explicitly promote training of persons with disabilities within mainstream vocational training institutes and support the transformation and incorporation of disability specific Technical and Vocational Education and Training (TVET) programmes into NVQ framework.

Newly introduced user-friendly toolkit is designed to support NVQ assessors successfully implement the concept of reasonable adjustments when engaging with candidates with disabilities, by providing a wide range of visual and practical examples according to the types of disability for example physical, hearing, visual and intellectual issues. This initiative will support disable persons to be engaged in the economic activities of the country with a productive employment.

Ministry would like to appreciate the efforts of Skills for Inclusive Growth (S4IG) program funded by Australian Government for developing the toolkit and TVEC for and implementing reasonable adjustments for disable persons in the TVET sector.

Mr.N.H.M Chithrananda
Secretary
Ministry of Skills Development
Vocational Education Research
and Innovation.

A According to the government's national policy framework "Vistas of Prosperity and Splendour", transformational phase of educational reform and skills development is underway. This reform and development process is supported by recently declared "Decade of Skills Development" from 2021 to 2030 in Sri Lanka by His Excellency the President. The Decade of Skills Development builds on the success of Sri Lanka spearheading the adoption of World Youth Skills Day which was established through a proposal presented to the United Nations General Assembly in 2014 by then President of Sri Lanka. The action plan for the Decade of Skills Development focuses on nurturing next generation skills in line with Sustainable and Inclusive Development.

With the support of Skills for Inclusive Growth (S4IG) program funded by Australian Government, Ministry of Skills Development, Vocational Training, Research and Innovation and

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PART

01

Introduction

1.1. DISABILITY INCLUSION IN TVET SECTOR

The Tertiary and Vocational Education Commission (TVEC) – under the Ministry of Skills Development and Vocational Training- is **the national regulatory body of the technical and vocational education and training (TVET)** sector in Sri Lanka. Its primary responsibilities are policy formulation, planning, quality assurance, coordination and development of technical and vocational education in the country.

As per the 2018 National Policy on Technical and Vocational Education- Chapter 8 and the 2010 National Strategy on TVET Provision for Vulnerable People in Sri Lanka, **persons with disabilities are explicitly identified as one of the vulnerable and disadvantaged groups who require immediate attention from the TVET system**, on the basis of their vulnerability from the point of view of employability due to limited access to skills training.

1.2. PURPOSE OF THE TOOLKIT

Enrolment of persons with disabilities in NVQ training courses remains so far limited, and **the lack of a flexible and harmonized training and assessment approach** to properly evaluate their performance, knowledge and skills appears to be one of the main challenges for promoting further participation of persons with disabilities in the TVET system.

Because of the diverse nature and circumstances of persons with disabilities, they have similarly diverse skills and capabilities. Some persons with disabilities need adjustments during assessment, and some others don't. It is therefore important to first **ask the candidates with disabilities** and discuss about the type of reasonable adjustments they may need to perform certain tasks during the final assessment.

Implementing an effective adjustment requires **creative and collaborative thinking**. The present toolkit aims to **provide practical and visual examples of reasonable adjustments NVQ Assessors can make** when conducting assessment of candidates with disabilities in NVQ training courses.

1.3. KEY DEFINITIONS

Essential job functions

The major job tasks that any person in the position must be able to do. They are the reason that a job exists. A candidate with a disability is qualified for the job if she or he can perform the essential job functions or competency standards, with or without reasonable adjustments. Functions that do not affect the essence of the job can be reassigned to other employees in the workplace.

Flexibility

It refers to reasonable adjustment of processes, procedures and administration to suit different contexts and the need of candidates without compromising the competency level of the qualification.

Person with a disability

Any person who, as a result of any deficiency in his physical or mental capabilities, whether congenital or not, is unable by himself to ensure for himself, wholly or partly, the necessities of life .

Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.

Reasonable Adjustment

Necessary and appropriate modification not imposing a disproportionate or undue burden, where needed in a particular case, to ensure that persons with disabilities enjoy or exercise, on an equal basis with others, all human rights and fundamental freedoms.

It allows persons with disabilities to undertake assessments on an equal basis with others and demonstrate what they know and can do, in line with the required competence and skills to work productively in the relevant occupation/ profession.

It aims to meet the specific needs of persons with disabilities, without affecting the integrity of the assessment and without giving them an unfair assessment advantage in comparison with persons without disabilities.

¹ *NVQ Assessor's Manual, TVEC.*

² *Protection of the Rights of Persons with Disabilities Act, No 28 of 1996*

³ *UN Convention on the Rights of Persons with Disabilities ratified by the Government of Sri Lanka in February 2016*

⁴ *Idem.*

1.4. TYPES OF DISABILITY

The 2012 Census used the Washington Group short set of questions to identify persons with disabilities. These are people at greater risk than the general population for participation restrictions due to the presence of difficulties in six core functional domains:

- ◉ Seeing, even if wearing glasses
- ◉ Hearing, even if using a hearing aid
- ◉ Walking short distance or climbing up/down about 12 steps in a stairway
- ◉ Remembering or concentrating
- ◉ Day-to-day self-care such as washing, getting dressed, etc.
- ◉ Communicating, for example understanding or being understood

The present toolkit aims to provide examples of adjustments for persons who primarily report the following disabilities:



Persons who report difficulty seeing (even if wearing glasses) and in day-to-day self-care:

<p>Persons who are blind</p>	<p>They are without sight (in one eye or both eyes), i.e. they experience a complete lack of light and form perception. For persons with complete blindness, they may get someone's assistance and/or mobility assistive devices, such as a white cane to move around.</p>
<p>Persons with low vision</p>	<p>They have some degree of sight loss – even if they are wearing glasses or contact lenses. They may perform tasks using assistive technology such as magnifying devices or alternative methods.</p>



Persons who report difficulty hearing and communicating:

<p>Persons who are deaf</p>	<p>They have full hearing loss, which means they cannot hear at all. They often use formal or informal sign language to communicate with others.</p>
<p>Persons who are hard of hearing</p>	<p>They may have mild-to-moderate hearing loss, meaning they can partially hear, with or without the support of hearing aids, and access to some spoken language fluency. They may communicate through sign language, lip reading & spoken language or both.</p>



Persons who report difficulty walking/climbing and day-to-day self-care:

<p>Persons with upper body limitations</p>	<p>They have difficulty performing tasks associated with movements of their upper body (arms, hands, fingers, back, etc.). They may use assistive devices and equipment, or alternative methods to perform tasks such as grasping, reaching objects, etc.</p>
<p>Persons with lower body limitations</p>	<p>They have difficulty performing tasks associated with movements of their lower body (back, legs, feet, etc.). They may perform tasks using assistive devices - such as a walking stick, crutches, artificial limb, wheelchair, adapted tools or alternative methods.</p>



Persons who report difficulty remembering/concentrating and communicating:

<p>Persons with intellectual disabilities</p>	<p>They have difficulties to acquire knowledge and skills and to apply them. They generally have trouble generalizing knowledge, difficulty in memory and language development and speech disorder. They may perform task using alternative methods.</p>
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1.5. KEY RECOMMENDATIONS



Recommendation #1

Reasonable adjustments should meet the needs of the candidates with disabilities rather than providing a generic response to a type of disability. It cannot be assumed that what works for a person with a disability during an assessment will work for another person with the same type of disability.

Recommendation #2

Not all the proposed adjustments will be reasonable, feasible or practical in a given situation. Candidates with disabilities may not need, nor be allowed the same adjustment for all assessments.

Recommendation #3

The NVQ Assessors should discuss with the relevant staff of the Vocational Training Centre and the candidates with disabilities about the appropriate reasonable adjustments to be made during the assessment. Competency units and their underpinning knowledge and skills should be considered together when deciding about the reasonable adjustments.

Recommendation #4



The NVQ Assessors should focus on quality and accuracy of the overall tasks performed by the candidates, and not on the speed of execution of the tasks (especially if speed is not a performance criterion during assessment). The speed of execution will come with working experience.

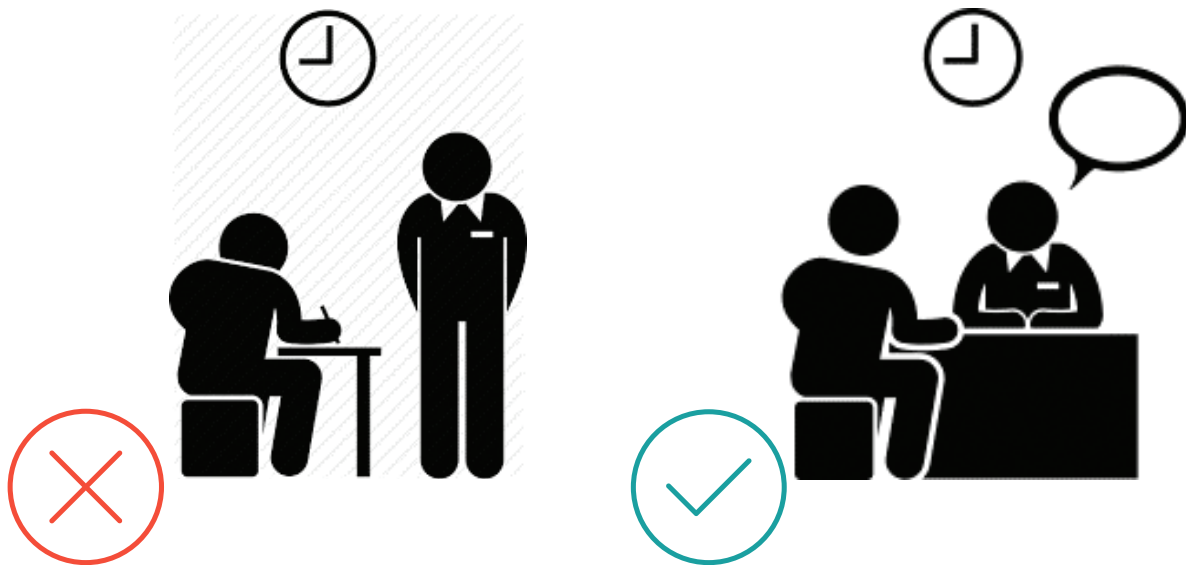
PART

02






Reasonable Adjustments
Knowledge Assessment

2.1. CONDUCT AN ORAL ASSESSMENT IN LIEU OF THE WRITTEN EXAM

-  For candidates with disabilities who cannot read or write due to their restrained access to education during childhood and/or lack of access of educational technology. Replacing the written exam by an oral assessment is a reasonable adjustment, especially when writing skills are not an essential job function or a key competency standard, e.g. room attendant, cook, etc.
-  For candidates with upper body limitations who may not be able to write due to hand mobility issues.



This should be combined with one or more of the following reasonable adjustments:







				
A minimum of 25% extra-time due to use of assistance or special set-up	Sign Language Interpreter	Presence of the trainer to translate the assessor's questions in an easy and simple language.	Supervised rest break out of the exam room (10-minute break every 40 minutes)	Separate venue to avoid disturbance, distraction or to ensure accessibility
<i>Candidates with different types of disabilities</i>	<i>Candidates with hearing disabilities</i>	<i>Candidates with intellectual disabilities</i>		<i>Candidates with different types of disabilities</i>

2.2. FORMULATE THE QUESTIONS IN AN EASY AND SIMPLE LANGUAGE, REFERRING AS MUCH AS MUCH TO THE VOCABULARY USED DURING THE TRAINING OR IN THE WORKPLACE

For candidates with intellectual disabilities who have difficulty understanding standard questions and memorizing information.

Standard questions	Adapted version of the questions
Simplify the question	
<p>How do you set up a housekeeping trolley?</p>	<p>You must go and clean a room. What are the main things you will bring in your trolley?</p> <p>Prompting questions: What are the things you need to clean the floor? To clean furniture? Etc.</p> <p>You must go and clean a room. What are the main things you will bring in your bucket?</p> <p><i>(because the candidate has used a bucket and not a trolley during the training)</i></p>
Simplify the question + Reduce the number of multiple-choice answers	
<p>The two raw materials that are used during the final outcome of the bread making process are:</p> <ul style="list-style-type: none"> a. Water, Fat b. Yeast, Water c. Wheat flour, Water d. Salt, Fat 	<p>You need to make bread. What are the 2 ingredients you will use to finish the preparation?</p> <ul style="list-style-type: none"> a. Wheat flour, Water b. Salt, Fat <p><i>The Assessor may need to prompt with additional practical questions such as 'How do you make bread? What are the ingredients you will first mix? And then?'</i></p>

This should be combined with one or more of the following reasonable adjustments:

					
A minimum of 25% extra-time	Oral assessment in lieu of a written exam	Knowledge demonstration instead of writing or answering orally	Presence of the trainer to translate the assessor's questions in an easy and simple language	Supervised rest break out of the exam room (10-minute break every 40 minutes)	Repeating the questions when necessary

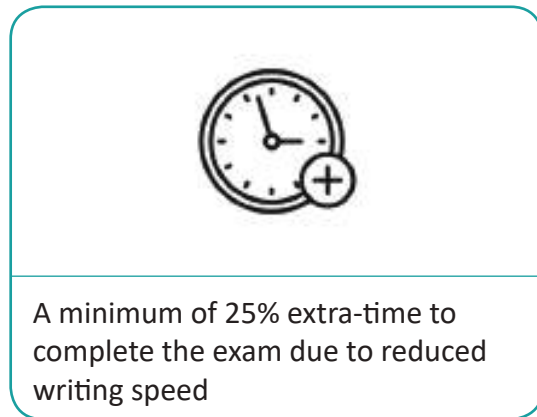
2.3. ALLOW THE USE OF ADAPTED TOOLS DURING THE WRITTEN EXAM

For candidates with upper body limitations, experiencing difficulties handling/grasping and writing with a common pen or pencil.

Examples of low-cost pencil or pen writing aids and grips:



This should be combined with the following reasonable adjustment:








2.4. ENSURE THE PHYSICAL ACCESSIBILITY OF THE ASSESSMENT VENUE

For candidates with lower body limitations who are using mobility aids to move around (cane, leg prosthesis, crutches, wheelchair, etc.)



The assessment takes place on the ground floor, and an accessible toilet facility is located closed to the exam room.

This should be combined with one or more of the following reasonable adjustments:

				
An exam table that is accessible for candidates using a wheelchair	Enough space between tables and between the chair and the table to rest legs	Separate and accessible venue	Assistance provided to the candidate to access and exit the exam room	Supervised rest break out of the exam room (10-minute break every 40 minutes) if the candidate cannot sit for a long period of time



2.5. PROVIDE A READER / SCRIBE DURING THE WRITTEN EXAM

For candidates with visual disabilities (blind, low vision) who cannot read the exam paper because it is not made accessible.

- The **reader** aims to read out loud the questions and the candidate answers to the questions orally.
- The **scribe** aims to read out the questions and write the answers exactly as formulated by the candidate. The candidate must instruct the scribe regarding punctuation and page layout.



This should be combined with the following reasonable adjustments:

	
<p>A minimum of 25% extra-time to complete the exam</p>	<p>Separate Venue to not disturb the other candidates or give them any kind of advantage.</p>

2.6. PROVIDE THE EXAM PAPER IN AN ALTERNATIVE FORMAT

For candidates with visual disabilities (blind or low vision) who cannot read the exam paper because it is not made accessible.



Exam paper is provided in Braille and the candidate can write in Braille using a **Braille slate** (picture on the left) or a **Braille writer** (picture on the right).



Exam paper is provided in **digital audio player** (picture on the left) and the candidate can record answers using a **voice recorder** (picture on the right).



Exam paper is printed on **coloured paper** (picture on the left) or in **larger font** (18-point font) and/or **enlarged to A3 size** (picture on the right).

This should be combined with one or more of the following reasonable adjustments:

<p>A minimum of 25% extra-time to complete the exam.</p>	<p>A scribe to write down answers instead of using a Braille slate or writer.</p>	<p>Adequate lighting – either minimized or maximized lighting</p>

2.7. ALLOW THE USE OF ASSISTIVE TECHNOLOGY TO PROVIDE EXAM ANSWERS

For candidates with visual disabilities (blind or low vision) who cannot read the exam paper because it is **not made accessible**. A soft version of the exam can be provided to the candidate who will be able to read it thanks to the two following computer accessibility tools:

- ⦿ **A screen reader software** reads aloud all of the text and text-based elements displayed on a computer screen.
- ⦿ **A screen magnifier** enlarges the information displayed on a computer screen, helpful on its own or used in concert with a screen reader.



Use of a screen reader software



Use of a screen magnifier

This should be combined with the following reasonable adjustment:



A minimum of 25% extra-time to complete the exam due to reduced writing speed

PART

03

Reasonable Adjustments

Practical Assessment

ROOM ATTENDANT COURSE

Examples of reasonable adjustments



Part 3.01

Reasonable adjustments
Practical assessment

STEWARD/WAITER COURSE

Examples of reasonable adjustments



Part 3.02

Reasonable adjustments
Practical assessment

RECEPTIONIST COURSE

Examples of reasonable adjustments



Part 3.03

Reasonable adjustments
Practical assessment

BEAUTICIAN COURSE

Examples of reasonable adjustments



Part 3.04

Reasonable adjustments
Practical assessment

COOK COURSE

Examples of reasonable adjustments



Part 3.05

Reasonable adjustments
Practical assessment

ROOM ATTENDANT COURSE

Examples of reasonable adjustments



Part **3.01**

Reasonable adjustments

Practical assessment

3.1. ROOM ATTENDANT COURSE – EXAMPLES OF REASONABLE ADJUSTMENT



Room Attendant Trainees from Ampara



Intellectual disabled person from Trincomalee

List of Competency Units

No	List of Competency Units
01	Career Skills including English communication
02	Hygiene and Good Grooming
03	Structure of a hotel
04	Cleaning and Arranging a departure room
05	Cleaning and Arranging a vacant room
06	Cleaning and Arranging an occupied room
07	Cleaning and Arranging floor corridor and service area
08	Handling a Mini Bar
09	Cleaning and Maintaining public areas

Who may benefit from reasonable adjustments to meet the competency standards?

Based on best practices around the world, the table below provides an overview of the type of disability/functional limitations employers are able to accommodate for room attendants.

Room Attendance Course



Candidate who is hard of hearing or deaf



Candidate with upper body or lower body limitations



Candidate with an intellectual disability

A room attendant must **visually** inspect each room before and after any cleaning; a person who is blind or with low vision may not be able to meet the competency standards – even with the provision of reasonable adjustments. **However, this should be assessed on a case-by-case basis.**



Candidates who are hard-of-hearing or deaf

Overcoming communication barriers - Communication is the number one priority to fully explore the candidate's skills and performance. Different means of communication can be used to ensure equal opportunity during the assessment: sign language, lip reading, written notes.

The essential job functions of a room attendant do not require much communication with guests, so the person can perform most of the tasks independently with low-cost and simple adjustments.

Get the support of a Sign Language Interpreter



Picture 1: The assessor speaks directly to the deaf candidate who is not able to hear nor lipread.



Picture 2: A Sign Language interpreter is present to support the assessor convey her instructions to the deaf candidate.



Picture 3: The assessor speaks to the Sign Language interpreter to convey instructions.



Picture 4: The assessor speaks directly to the deaf candidate, and the interpreter translates the instruction to the candidate.



Convey the instructions in written notes if the candidate can read

Note: This is also relevant when no sign language interpreter is available on the assessment date or the candidate is not fluent in formal sign language.



Picture 5: The female assessor writes down the instruction on a notebook: *“Please make the bed with the existing bed linen”*.

Picture 6: The female assessor shows the written instruction to the deaf candidate who reads it.



Picture 7: The deaf candidate makes the bed according to the instruction given by the assessor.



Speak normally and clearly when the candidate can lip read



Picture 8: The male assessor says very slowly: “Show me how you will enter an occupied room”, posing difficulties for the candidate to lip read.



Picture 9: The male assessor says at a normal pace: “Show me how you will enter an occupied room”. The candidate can properly read the lip movement and executes the instruction.

As the deaf candidate cannot hear if a guest is inside the room, the proposed adjustments to execute the instruction is 1/to clean rooms with the ‘make up room’ sign on door knob, and 2/knock the door twice before entering, to alert guests who may still be inside the room.



Picture 10: The female candidate cannot lip read what the male assessor says because he is looking down at his notebook and does not show his entire face to the candidate.



Picture 11: The female candidate is able to lip read because the male assessor faces her when speaking.



Minimize background noise if the candidate can partially hear



Picture 12: The female candidate is unable to hear clearly what the male assessor says because of the background noise of the students.



Picture 13: The background noise is minimized so that the female candidate can clearly hear what the male assessor says.

Wave your hand or give a light tap on the candidate's shoulder to get his/her attention



English Communication

- For deaf candidates, the Assessor can ask them to recognize the written form of an English word. Deaf people rarely have the chance to match with the spoken form. Deaf people do not learn the spoken form of English.
- For candidates who can partially hear and speak, the Assessor may ask them to translate Sinhala/Tamil words in English (or vice versa).



Candidates with upper body or lower body limitations

Allow the use of adapted tools to perform the cleaning or bed-making tasks for candidates who have difficulty bending, kneeling, squatting or reaching above shoulder



Picture 16: The female candidate is sitting on a **rolling stool** to clean under the bed, so she does not need to bend.



Picture 17: The female candidate is sitting on a **rolling stool** to empty and replace the dustbin bag placed in the room, so she does not need to bend.



Picture 18: The female candidate is sweeping the floor using a **long-handled broom along with a stand-alone dustpan**, so she does not need to bend.



Picture 19: The female candidate is cleaning the bathroom floor using a **cleaning brush with long handle**, so she does not need to bend.



Picture 20: The female candidate is collecting the used towel that is laying on the bathroom floor, by using a **grip reacher**.



Picture 21: The female candidate is using a **tub scrub with long handle** to clean the bathroom area.



Picture 22: The female candidate is using a **two-step stool** to easily access and clean the sink area and mirror in the bathroom, limiting the movement of reaching above shoulder. The stool is also useful for people of short stature.



Picture 23: The female candidate is using a **two-step stool** to empty and replace the towels located in the towel rack. The stool is also useful for people of short stature.



Picture 24: The male candidate is using a **bed mattress lifter** to lift the mattress. It also prevents injury in the back, neck, shoulder and hands for people with and without disabilities.



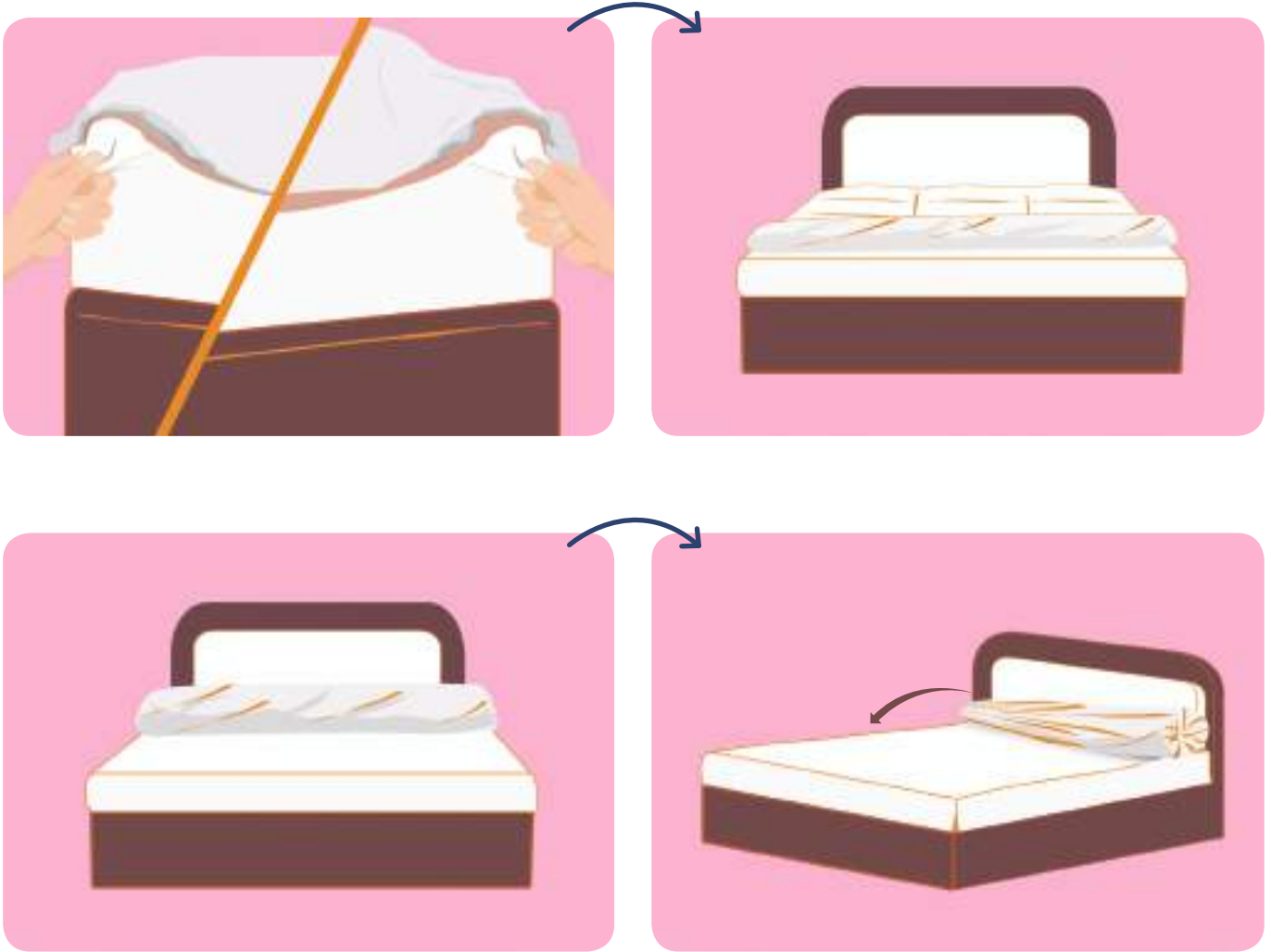
Picture 25: The male candidate is using a **bed mattress lifter** to tuck and smooth sheets, and access to difficult places.

Allow the use of a different method to perform the bed-making task for candidates who have difficulty lifting and moving heavy items



Picture 26: The candidate is using the traditional method of changing the duvet cover, which requires to lift the duvet above shoulders.





Pictures 27(1,2,3,4,5,6): The candidate is changing the duvet cover using the 6-step “rolling method”, which does not require to lift the duvet above shoulders. (1)Turn the duvet cover inside out, with the opening at the foot of the bed, (2)Lay the duvet on top of the corner, (3)Secure any fasteners like small strings that tie together, (4)Roll the duvet and duvet cover, (5)Invert the duvet cover by putting your hand in the duvet cover opening, (6)Unroll the duvet and duvet cover.



Candidates with intellectual disabilities

Use clear and simple language, referring as much as possible to the words used during the training



Picture 28: The assessor gives the instruction: *“Show me how you will access and enter a room to clean it”.*



Picture 29: Step 1 – Standing in front of the door, the assessor gives the instruction ‘Please go and clean the room’ and asks: *“What will you do first?”*.
Step 2 - The candidate is knocking the door announcing ‘housekeeping’ and, is knocking the door again after 15 seconds announcing housekeeping.
Step 3 – As there is no answer, he opens the door and enters with the cleaning trolley while announcing ‘housekeeping’.













Picture 30: Step 1 - The trainer is present to channel the assessor's questions in an easy language and in a more practical way. **Step 2** -The assessor gives the instruction: "Show me how you will access and enter a room to clean it". **Step 3** - The trainer breaks down the instruction: 'Please go and clean the room' and then asks: "What will you do first?"

Use clear and simple language, referring as much as possible to the words used during the training



Picture 31: The assessor has the list of English words that was taught to the candidate during the training, along with pictures. The Assessor pinpoints some of the pictures and asks the candidate to name the word in English, i.e. vacant room, occupied room, departure room, safety box, mini-bar, towel, swimming pool, shampoo, soap, etc.

				
Vacant Room	Occupied Room	Departure Room	Safety Box	Mini-Bar
				
Towel	Shampoo	Soap	Bedsheet	Toilet Paper



Use clear and simple language, referring as much as possible to the words used during the training

clockwise



Anti-clockwise



Picture 32: The candidate is cleaning an occupied room based on the 'occupied room and bathroom cleaning checklist' taught during the training.



Picture 33: The candidate is cleaning the occupied room using the 'clockwise or anti-clockwise cleaning method', to not skip or miss surfaces, e.g. from right to left and top to bottom.

Allow the assessment to be conducted with the same equipment and products used during the training (i.e. familiar setting)



Picture 34: The candidate with an intellectual disability gets confused because the cleaning products in the trolley look different from what she was using during the training.



Picture 35: The candidate with an intellectual disability feels comfortable to clean the room as per instruction, because the cleaning products are those she was using during the training.



Allow the reference to colour-coding or visual symbols to perform the cleaning tasks







Picture 36: The candidate gets confused because she needs to look at the brand name to identify the cleaning product.



Picture 37: The candidate looks at the coloured sticker to identify the cleaning product: e.g. blue-colour sticker for glass cleaner, white-colour sticker for toilet surface.



			
White-colour sticker for Bathroom /Toilet surface	White-colour sticker for Bathroom /Toilet surface	Green-colour sticker for cleaning Room surface	Yellow-colour sticker for cleaning bathroom sink, tub and walls



Picture 38: The candidate looks at the written form indicating the room number and status of the rooms to clean (i.e. vacant room, occupied room, departure room).



Picture 39: The candidate looks at a form that contains visual symbols indicating the status of the rooms to clean (e.g. red tag for 'occupied room', blue tag for 'departure room').



Picture 40: The candidate completes the task of cleaning a departure room, by looking at the maintenance checklist.



Picture 41: The candidate completes the task of cleaning a departure room, by looking at the maintenance checklist that contains visual symbols, i.e. sleep set/bed spread, air conditioning, TV/Phone, lighting, door, toilet, tub, walls, ventilation, etc.

STEWARD/WAITER COURSE

Examples of reasonable adjustments



Part **3.02**

Reasonable adjustments

Practical assessment

3.2. STEWARD/WAITER COURSE – EXAMPLES OF REASONABLE ADJUSTMENT



*Room Attendant Trainees
from Batticaloa- MIANI
technical Institute*

List of Competency Units

No	List of Competency Units
01	Career Skills including English communication
02	Maintain personal grooming, hygiene and workplace safety
03	Carry out mise-en-place for food and beverage service
04	Serve food and beverages to rooms
05	Perform activities related to bar operation
06	Prepare and serve cocktails
07	Carry out banquet functions

Who may benefit from reasonable adjustments to meet the competency standards?

Based on best practices around the world, the table below provides an overview of the type of disability/functional limitations employers are able to accommodate for steward/waiters.

Steward/Waiter Course



Candidate who is hard of hearing or deaf



Candidate with upper body or lower body limitations



Candidate with an intellectual disability

A waiter must see details of objects that are less than or more than a few feet away; a person with low vision or who is blind may not be able to meet the competency standards – even with the provision of reasonable adjustments. **However, this should be assessed on a case-by-case basis.**



Candidates who are hard-of-hearing or deaf

Overcoming communication barriers - Communication is the number one priority to fully explore the candidate's skills and performance. Different means of communication can be used to ensure equal opportunity during the assessment: sign language, lip reading, written notes.

Communication is an essential function of a steward/waiter and is the most obvious challenge to address through the provision of reasonable adjustments.

Get the support of a Sign Language Interpreter



Picture 01: The assessor speaks directly to the female deaf candidate who is not able to neither hear nor lipread.



Picture 02: A Sign Language Interpreter is present to support the assessor convey his instructions to the deaf candidate.



Picture 03: The assessor speaks directly to the Sign Language interpreter and asks: "Please ask her to set up the table."



Picture 04: The assessor speaks directly to the deaf candidate. He asks her: "Please set up the table", and the Sign Language interpreter translates the instruction to the candidate.



Convey the instructions in written notes if the candidate can read

Note: This is also relevant when no sign language interpreter is available on the assessment date or the candidate is not fluent in formal sign language



Picture 05: The assessor writes down the instruction on a sheet of paper: *"Please set up the table"*.



Picture 06: The assessor shows the written instruction to the deaf candidate who reads it.



Picture 07 : The deaf candidate sets up the table according to the instruction given by the assessor.



Speak normally and clearly when the candidate can lip read



Picture 08: The female Assessor says very slowly “Show me how you will welcome and serve food to a client”, posing difficulties for the candidate to lip read words. (Facial expression of the candidate: she does not understand what the Assessor is asking.)



Picture 09: Step 1 - The female Assessor says normally “Show me how you will welcome and serve food to the client”, and the candidate is able to properly read the lip movement.

Step 2 – The candidate executes the instruction.



Picture 10: The female candidate is unable to lip read what the female Assessor is saying because she is showing only half of her face to the candidate.



Picture 11: The female candidate is able to lip read what the female Assessor is saying because she can clearly see her face.



Minimize background noise if the candidate can partially hear



Picture 12: The male candidate is unable to hear clearly what the female Assessor is saying because of the background noise.



Picture 13: There is a minimum background noise so that the candidate can clearly hear what the Assessor is saying.

Wave your hand or give a light tap on the candidate's shoulder to get his/her attention



Picture 14



Picture 15



Allow the use of a different communication method to perform the waiter/steward tasks

Welcoming clients and taking orders:



Picture 16: When he approaches the 'mock clients', the deaf candidate first notifies them that he is deaf by holding a card that mentions 'Hello, welcome to our restaurant. My name is Shanaka and I am deaf. Please let me lead you to a table'.



Picture 17: The deaf candidate shows to the 'mock clients' some visual cards: 1 yellow card mentioning 'Please wave your hand when you are ready to order', 1 blue card stating 'Please point what you would like on the menu' and 1 pink card showing how to pay the bill.



Picture 18: The deaf candidate notifies to the 'mock clients' that they can wave their hands when they are ready to order, by holding the visual yellow card.



Picture 19: To order, the 'mock client' points what he would like on the menu, using visual icons present next to every menu item. The candidate is nodding his head to confirm the order.





Picture 20: The candidate performs some easy hand gestures to know if the 'mock clients' wants anything to drink to complete the order.



Picture 21: To pay the bill, the deaf candidate shows to the 'mock client' the visual card named 'Paying the bill' indicating 'Split the bill', 'Payment by card', Payment by cash'



Paying the bill		
		
Split the bill	Payment by cash	Payment by card



Collecting food and drinks from the kitchen/bar:



Picture 22: Instead of a bell, the deaf candidate keeps scanning the restaurant room so he can notice any hand signal coming from the kitchen or the bar. There are different hand signals: **'Food ready + Table Number'**, **'Drink ready + Table Number'**, **'Bill ready'**

English Communication

- For deaf candidates, the Assessor can ask them to recognize the written form of an English word. Deaf people rarely have the chance to match with the spoken form. Deaf people do not learn the spoken form of English.
- For candidates who can partially hear and speak, the Assessor may ask them to translate Sinhala/ Tamil words in English (or vice versa)



Candidates with upper body or lower body limitations

Allow the use of a different method to perform the waiter/steward related tasks

Setting up a table:



Picture 23: Because the candidate with short stature cannot hold the tray with one hand, she gets the support of another trainee to hold the tray while setting up the table.



Picture 24: The candidate with short stature puts the tray on the table so she can independently set up the table.

Carrying out plates/tray:



Picture 25: The candidate is carrying 3 plates with one hand at once.



Picture 26: Instead of carrying 3 plates with one hand at once, the candidate with short stature is carrying 3 plates with both hands.



Picture 27: The candidate with short stature does more than one trip and limit the number of plates that she carries in one trip.

These adjustments are also relevant to prevent injuries among waiters and waitresses in general.

Serving and cleaning an occupied table for candidates who have difficulty reaching across the table



Picture 28: The candidate with short stature collects plates that are close by and asks assistance from the 'mock client' to reach plates that are in the middle of the table



Picture 29: The candidate is moving the glasses near her when pouring beverages as she cannot reach across the table to do so.



Allow the use of adapted tools to perform the waiter related tasks



Picture 30: The candidate is using a **folding tray stand** on which he can place the tray to serve food with ease.



Picture 31: The candidate is using a **smaller tray** that he can hold independently.



Picture 32: The candidate is using a tray with supportive handle for better control.



Picture 33: The candidate who has a hand mobility limitation on one side is opening the bottle with the support of a **one-handed bottle opener**.



Picture 34: The candidate who has a hand mobility limitation on one side is opening the jam bottle and fruit juice bottle with the support of a **one-handed bottle/jar opener**.



Picture 35: The candidate (with a spinal cord issue) who has difficulty standing for a long time is preparing the drinks behind the bar with the support of a **standing chair**.



Picture 36: The candidate (with a leg prosthesis) who has difficulty standing for a long time is preparing the drinks behind the bar while resting his feet on the **step stool**.



Candidates with intellectual disabilities

Use clear and simple language, referring as much as possible to the words used during the training



Picture 37: The assessor gives the instruction: *“Show me how to serve food in room service”*. The candidate with an intellectual disability does not understand it clearly.



Picture 38: The Assessor says *“There is a guest inside the room #2, he has ordered food. Go and deliver his plate”*.

Or



Picture 39.1: The trainer is present during the practical assessment to channel the assessor’s questions in an easy language and in a more practical way.



Picture 39.2: The assessor gives the instruction: *“Show me how to serve food in room service”*.



Picture 39.3: The trainer explains the situation and then gives the instruction: “There is a guest inside the room #2 and, he has ordered food. The food is ready at the kitchen. Go and deliver it to his room”.



Picture 40: The assessor gives the instruction: “Show me how you will welcome and serve food and drinks to a client”. The candidate with an intellectual disability does not understand it clearly.



Picture 41: The assessor asks: “There is a client in the restaurant. Can you welcome him? And then what do you do?”.

Or



Picture 42.1: Step 1 - The trainer is present during the practical assessment to channel the assessor’s questions in an easy language and in a more.



Picture 42.2: Step 2: The assessor gives the instruction: “Show me how you will welcome and serve food and drinks to a client”



Picture 42.3: Step 3: The trainer simplifies and breaks down the question into several ones: *“There is a guest inside the room and he has ordered food. The food is ready at the kitchen go and deliver it to his room”*

The Assessor observes the candidate’s performance.

Allow the assessment to be conducted with the same setting and utensils used during the training (i.e. familiar environment)



Picture 43: The candidate with an intellectual disability does not know how to set up the table with the given utensils and ornaments (green colour plate, gold colour cutlery) because they look different from what he used during the training. He gets confused and anxious.



Picture 44: The candidate with an intellectual disability is setting the table with the utensils (white colour plate and silver colour cutlery) he was using during the training and feels very comfortable during the assessment.



For English communication, refer as much as possible to the English words taught during the training



Picture 45: The Assessor has the list of English words that was taught to the candidate during the training, along with pictures. The Assessor pinpoints some of the pictures and asks the candidate to name the word in English, i.e. knife, butter knife, fork, tea spoon, table spoon, dessert spoon, plate, cup, glass for red wine, glass for white wine, glass for water, napkin, etc.




Allow the reference to pictorial menu or visual symbols to perform the task of serving clients



Picture 46: The candidate is using a pictorial menu so that the 'mock client' can point what he would like on the menu.



Picture 47: To pay the bill, the candidate shows to the 'mock client' the visual card named 'Paying the bill' indicating 'Split the bill', 'Payment by card', Payment by cash'.

Paying the bill		
		
Split the bill	Payment by cash	Payment by card



RECEPTIONIST COURSE

Examples of reasonable adjustments



Part **3.03**

Reasonable adjustments

Practical assessment

3.3. RECEPTIONIST COURSE – EXAMPLES OF REASONABLE ADJUSTMENTT



Receptionist at Amaya Hotel – Pasikudah Batticaloa



Receptionist at CALM Resort – Pasikudah Batticaloa

List of Competency Units

No	List of Competency Units
01	Welcome guests
02	Handle telephone calls
03	Provide information and customer services
04	Keep records

Who may benefit from reasonable adjustments to meet the competency standards?

Based on best practices around the world, the table below provides an overview of the type of disability/ functional limitations employers are able to accommodate for receptionists.

Receptionist Course



Candidate with low vision or who is blind



Candidate who is hard of hearing or deaf



Candidate with upper body or lower body limitations

A person with an intellectual disability may not be able to meet all the competency standards, even with the provision of reasonable adjustments (e.g. due to low literacy/numeracy/digital skills, communication and memory related issues to keep records and handle telephone calls). **However, this should be assessed on a case-by-case basis.**



Candidates who are hard-of-hearing or deaf

Overcoming communication barriers - Communication is the number one priority to fully explore the candidate's skills and performance. Different means of communication can be used to ensure equal opportunity during the assessment: sign language, lip reading, written notes.

Communication is an essential function of a receptionist and is the most obvious challenge to address through the provision of reasonable adjustments.

Get the support of a Sign Language Interpreter



Picture 1: The Assessor speaks directly to the female deaf candidate who is not able to neither hear nor lipread. (Facial expression of the deaf candidate: she does not understand what the Assessor is saying.)



Picture 2: During the practical test, a Sign Language Interpreter is present to support the Assessor convey his instructions to the deaf candidate.



Picture 3: The Assessor speaks directly to the Sign Language Interpreter and asks, "Please ask the candidate to show me how she will welcome a guest"



Picture 4: The Assessor speaks directly to the female deaf candidate, and not the Interpreter. He asks the candidate "Please show me how you will welcome a guest", and the Sign Language Interpreter translates the instruction to the candidate.



Convey the instructions in written notes

Note: This is also relevant when no sign language interpreter is available on the assessment date or the candidate is not fluent in formal sign language.



Picture 5: The Assessor writes down the instruction on a notebook: *“Please show me how you will welcome a guest.”*



Picture 6: The Assessor shows the written instruction to the candidate who reads it.



Picture 7: The deaf candidate executes the instruction by welcoming the ‘mock guest’ and showing him a card notifying that she is deaf and can communicate using written notes.



Minimize background noise and speak normally when the candidate can partially hear, and lip read

Note: This is also relevant when no sign language interpreter is available on the assessment date or the candidate is not fluent in formal sign language.



Picture 8: The female Assessor says very slowly “Show me how you will welcome a guest”, posing difficulties for the female candidate to lip read words. (Facial expression of the candidate: she does not understand what the Assessor is asking.)

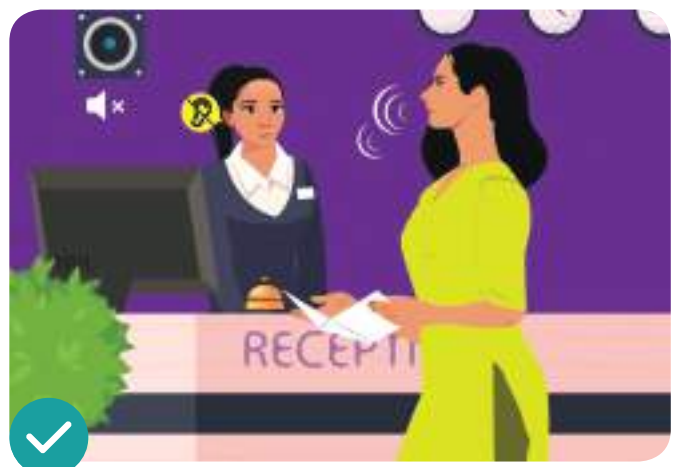


Picture 9: Step 1 - The female Assessor says normally “Show me how you will welcome a guest”, and the female candidate is able to properly read the lip movement.

Step 2 – The candidate executes the instruction by welcoming the ‘mock guest’ using hand gestures and written notes.



Picture 10: The female candidate is unable to hear clearly what the female Assessor is saying, because of the background noise.



Picture 11: There is a minimum background noise so that the candidate can clearly hear what the Assessor is saying.



Picture 12: The female candidate is unable to lip read what the female Assessor is saying because she is showing only half of her face to the candidate.



Picture 13: The female candidate is able to lip read what the female Assessor is saying because she can clearly see her face.

Minimize background noise and speak normally when the candidate can partially hear, and lip read

Welcoming guests:



Picture 14: The male deaf candidate welcomes the 'mock guest' by first notifying him that he is deaf by holding a card that mentions 'Welcome to our hotel. My name is Ramesh and I am deaf. How may I assist you? We can communicate by exchanging handwritten notes.'



Picture 15: The guest uses the note pad to write down that he made a reservation and would like to check-in.



Picture 16: Step 1 - The deaf candidate reads the note.



Step 2 – The candidate checks that his reservation appears on his software.



Step 3 – The candidate hands over the guest form to be filled up by the guest.



Picture 17: The deaf candidate shows to the guest some visual cards, e.g. one indicating information about the WIFI access, the facilities available at the hotel, and another one about breakfast hours and location.

BREAKFAST HOURS	
Monday - Friday 6:00 AM - 9.00 AM	Saturday & Sunday 7:00 AM - 10.00 AM

Handling telephone communications:

Today 07:16pm

- I need extra pillows in my room. Room number 103.

I'd be happy to bring you some. Is two enough?

- Yes, thanks!

Today 08:11pm

- Hi there, can I get a club sandwich and a soda in Room 111?

Sure. Your order has been placed and will be ready in 20 minutes.

- Please do not add tomatoes.

No tomato, noted. Thanks!

Picture 18: The deaf candidate is handling telephone communications, using Text Messaging method to address guests' questions, manage in-room dining and other room service requests.

- The 'mock guest' sends him a SMS with a request
- The candidate answers to the request.



Unlike phone calls, there is no worry about misunderstanding guests' request and there is a record of exactly what the guests asked for.

Allow the use of assistive technology devices to perform the receptionist tasks



Picture 19: The female candidate who is hard-of-hearing takes incoming calls, using a **telephone amplifier** to adjust the volume and tone of phone calls to suit her hearing loss.



Picture 20: The female candidate who is hard-of-hearing sees the **visual notification of incoming call** and answers the call before the 3 rings.



Picture 21: Step 1 - The deaf candidate notices that someone is knocking at the door thanks to the visual door knock signaller.



Picture 21: Step 2: The candidate moves out of the reception desk to open the entrance door.

Allow the use of assistive technology devices to perform the receptionist tasks





Candidates who are blind or with low vision

Allow the use of assistive technology devices to perform the receptionist tasks



Picture 1: The candidate with low vision is using a **screen magnifier** when typing an email. The screen magnifier allows to customize parameters such as front size and page background contrast.



Picture 2: The candidate with low vision is using a **digital or manual magnifying glass** to read the guest book. A magnifying glass is a small portable that magnifies characters 3 to 20 times their original.



Picture 3: The candidate who is blind is using a **screen reader software** (along with a headset) to access the hotel reservation system. A screen reader reads any written text aloud using artificial speech.



Picture 4: The candidate who is blind is using a **talking calculator** to calculate the total bill of the guest. A talking calculator has a built-in speech synthesizer that reads aloud each number, symbol, or operation key a user presses; it also vocalizes the answer to the problem.



Picture 5: The candidate with low vision is entering the guest's information in the hotel software, using a **large print keyboard**.



Picture 6: The candidate with low vision is calling the guest room, using a **telephone with large print / Braille keypads**.

Allow the use of adapted tools to perform the receptionist tasks

Welcoming guests:



Picture 7: The candidate who is blind can hear someone's entering the reception area thanks to the **door ring bell**.



Picture 8: The 'mock guest' rings the **desk bell** and the candidate welcomes him and says: *'Welcome to our hotel! How may I assist you?'*



Taking in-room dining orders:



Picture 9: The candidate is writing down the guest order, using a **paper with bold lines and a bold writing marker pen.**



Picture 10: The candidate is writing down the guest order, using a **pen magnifier.**



Picture 11: The candidate with low vision is looking at the **large print restaurant menu** while listening to the 'mock guest' who is placing an order over the phone.

Allow the candidate to visit and set up the reception desk area for an easy navigation during the assessment



Picture 12: Prior to the assessment, the candidate who is blind gets the support of an assistant to move around the assessment venue and become familiar with the setting (mobility orientation).



Picture 13: The candidate with low vision is organizing the reception desk for an easy navigation. From the left to the right side of the desk » the computer, yellow-coloured folder containing guest registration forms, green-coloured folder containing guest complaint forms, the restaurant menu, pen/pencil container, the guest book and the telephone.



Picture 14: The candidate with low vision adds a desk lighting to perform the tasks with ease.



The candidate with low vision moves around the desk with his cane to ensure that there is no obstruction, so he can perform the tasks with ease.



Candidates with upper body or lower body limitations

Allow the use of a different method to perform the receptionist tasks for candidates with lower body limitations



Picture 1: Instead of standing, the female candidate who is using crutches **remains seated** while welcoming and greeting the 'mock guest'. This avoids repetitive standing/seating movements.

Allow the use of adapted tools to perform the receptionist tasks

For candidates with hand dexterity issues:



Picture 2: Standing behind the reception desk, the candidate who has hand dexterity issue is completing the guest form, with the support of a **writing aid**.



Picture 3: Standing behind the reception desk, the female candidate who has hand dexterity issue is completing the online guest form, with the support of a **keyboard typing aid**



Picture 4: Instead of completing a written form, the female candidate **is using the voice recognition software** to dictate and fill up the guest form on the computer, for print out.



Picture 5: The female candidate who has hand dexterity issue is opening the room for the guest, with the support of a **key turner aid** that provides extra-leverage for easy turning.



Picture 6: The female candidate who has hand dexterity issue is using a **headset** to answer to incoming calls.

For candidates with lower body limitations:



Picture 7: The candidate in a wheelchair is behind a **lower desk reception** to perform tasks.



The candidate who has a leg mobility issue has **enough space** behind the counter to move around easily with his crutches, without obstruction.



Picture 9: The male candidate with a leg prosthesis is sitting **on a rolling chair** to easily move behind the reception desk and perform receptionist tasks such as answering to incoming calls and typing on the computer.



Picture 10: The male candidate with a leg prosthesis is standing behind the reception area, and resting his leg on **the step stool**.



Picture 11: While seated on his rolling chair, the male candidate with a leg prosthesis is grabbing papers and tissues on the floor with a **reacher grabber**, to maintain the reception area clean, without bending or squatting.

BEAUTICIAN COURSE

Examples of reasonable adjustments



Part **3.04**

Reasonable adjustments

Practical assessment

3.4. BEAUTICIAN COURSE – EXAMPLES OF REASONABLE ADJUSTMENT



Beautician-Nandima Saloon Arugambay Ampara.

List of Competency Units

No	List of Competency Units
01	Maintain a safe and pleasant beauty salon environment
02	Receive and prepare clients for beauty salon services
03	Recommend skin care products
04	Perform skin treatment
05	Apply make up to enhance facial appearance
06	Provide nail care
07	Provide advice and promote sale of beauty care products
08	Manage a hair dressing salon

Who may benefit from reasonable adjustments to meet the competency standards?

Based on best practices around the world, the table below provides an overview of the type of disability/ functional limitations employers are able to accommodate for beauticians.

Beautician Course



Candidate who is hard of hearing or deaf



Candidate with lower body limitations

The job of beautician involves: 1/identifying colour and seeing differences in colour, including shades and brightness, seeing clearly up close, 2/ being able to hold, control and manipulate tools and products with high dexterity and a precise gentle touch, and 3/applying chemical related cosmetics and beauty products, in compliance with health and safety standards. Candidates who are blind or with low vision, with upper body limitations and with intellectual disabilities may not be able to meet the competency standards – even with the provision of reasonable adjustments. However, this should be assessed on a case-by-case basis.



Candidates who are hard-of-hearing or deaf

Overcoming communication barriers - Communication is the number one priority to fully explore the candidate's skills and performance. Different means of communication can be used to ensure equal opportunity during the assessment: sign language, lip reading, written notes.

Communication is an essential function of a beautician and is the most obvious challenge to address through the provision of reasonable adjustments.

Get the support of a Sign Language Interpreter



Picture 1: The assessor speaks directly to the female deaf candidate who is not able to hear or lipread.



Picture 2: During the practical test, a Sign Language Interpreter is present to support the assessor convey his instructions to the female deaf candidate.



Picture 3: The assessor speaks directly to the Sign Language Interpreter and asks, "Please ask her to show me how she will shape eyebrows".



Picture 4: The assessor speaks directly to the deaf candidate, and not the Interpreter. He asks the candidate "Can you please show me how you will shape eyebrows?", and the Sign Language Interpreter translates the instruction to the candidate.



Convey the instructions in written notes if the candidate can read

Note: This is also relevant when no sign language interpreter is available on the assessment date or the candidate is not fluent in formal sign language.



Picture 5: The assessor writes down the instruction on a sheet of paper: *“Provide a French manicure to the client”*.



Picture 6: The assessor shows the written instruction to the female deaf candidate who reads it.



Picture 7: The deaf candidate performs the task according to the instruction given by the assessor.



Speak normally and clearly when the candidate can lip read



Picture 8: The female Assessor says very slowly “Show me how you perform a facial”, posing difficulties for the candidate to lip read words. Facial expression of the candidate: she does not understand what the Assessor is asking.



Picture 9: Step 1 - The female Assessor says normally “Show me how you perform a facial”, and the candidate is able to properly read the lip movement.

Step 2 – The candidate executes the instruction.



Picture 10: The deaf candidate is unable to lip read because the female assessor is showing only half of her face to the candidate.



Picture 11: The deaf candidate can lip read what the female Assessor is saying because she can clearly see her face.



Minimize background noise when the candidate can partially hear



Picture 12: The female candidate is unable to hear clearly what the female Assessor says because of the background noise



Picture 13: There is no more background noise so that the candidate can clearly hear what the Assessor says.

Allow the use of a different communication method to perform the task of welcoming and providing beauty salon services to clients



Picture 14: When she approaches the 'mock client', the deaf candidate first notifies the client that she is deaf by holding a card that mentions 'Hello, welcome to our salon. My name is Harshani and I am deaf. How may I help you?'.



Picture 15: The deaf candidate directs the 'mock client' to a set of pictorial menu set presenting the beauty salon services and pricing: 1 for manicure services, 1 for pedicure services, 1 for skin treatment and 1 for make-up.



Picture 16: The 'mock client' pinpoints the service she wants: classic manicure.



Picture 17: The deaf candidate asks the 'mock client' the type of nail shape and colour she would like to have, **showing a visual card and a colour palette.**



Picture 18: The deaf candidate asks the 'mock client' if she would like anything to drink during the manicure, **using hand gestures and a visual card of drinks.**



Picture 19: The deaf candidate provides advice to the 'mock client' about a skin product, **using eye contact, facial expressions and hand gestures.**

Allow the use of adapted tools to perform beauty salon services



Picture 20: The deaf candidate is able to communicate with the client receiving a facial treatment with hand gestures, thanks to the support of a mirror placed above the client.



Wave your hand or give a light tap on the candidate's shoulder to get his/her attention



Picture 21: The assessor is waving his hand to get the attention of the deaf candidate.



Picture 22: The assessor is tapping on the candidate's shoulder to get his attention.



Candidates with lower body limitations

Allow the use of adapted tools to perform the beauty salon services



Picture 1: The candidate using crutches (who cannot stand for a long period) performs the make-up of the 'mock client', sitting on **an adjustable rolling stool** in order to be at the same level than the client and move around easily. It is also useful for candidates who cannot bend their neck or back for a prolonged period.



The 'mock client' is lying down on the massage table. The candidate using crutches (who cannot stand for a long period) performs a facial, sitting on **an adjustable rolling stool** in order to be at the same level than her client's face and move around easily.



Picture 3: The candidate is sitting **on an exercise ball** to avoid back pain while performing the pedicure of the 'mock client'.



Picture 4: The candidate is using a **height-adjustable salon trolley tray** to easily reach tools and products for the skin care treatment, without bending or squatting to reach products/tools.



Picture 5: The candidate with short stature is using a **step stool** to be at the same level than her client who is lying down on the massage bed.



Picture 6: The candidate using a wheelchair performs the manicure treatment **on a wheelchair accessible manicure table** (i.e. height adjustable table with an adequate table angle to accommodate the person in wheelchair).



Picture 7: The candidate who has a back related disability is performing the make up of the 'mock client' standing **on a floor mat** (to reduce pain and fatigue).



Picture 8: The candidate who has a back related disability is performing the manicure treatment of the 'mock client' using a **footrest** under the manicure desk to reduce back tension.



Allow the use of a different method to perform the beauty salon services



Picture 9: The candidate is performing the pedicure treatment with the **'mock client' lying down on a massage bed** (instead of sitting in a pedicure chair). This position allows the candidate to not sit in low height pedicure stool.



Picture 10: The candidate using a wheelchair performs the manicure treatment, with the **'mock client' placing her hands in the wheelchair lap tray table**.



Picture 11: The candidate using a wheelchair is **rolling stock on her lap to restock shelves**.

COOK COURSE

Examples of reasonable adjustments



Part **3.05**

Reasonable adjustments

Practical assessment

3.5. COOK COURSE – EXAMPLES OF REASONABLE ADJUSTMENT



*Speaking and Hearing-Impaired cookery Trainees
– YMCA Batticaloa*



Supreme Chef Speaking and Hearing Impaired Participant.

List of Competency Units

No	List of Competency Units
01	Prepare sauces
02	Prepare salads / appetizers / snacks
03	Prepare hot range food
04	Prepare hot / cold beverages
05	Prepare fish and meat for cooking
06	Prepare ethnic food
07	Prepare soups
08	Prepare desserts / sweets

Who may benefit from reasonable adjustments to meet the competency standards?

Based on best practices around the world, the table below provides an overview of the type of disability/ functional limitations employers are able to accommodate for cooks.

Cook Course



Candidate who is hard of hearing or deaf



Candidate with upper body or lower body limitations



Candidate with an intellectual disability

The job of cook involves: 1/identifying colour and seeing differences in colour, including shades and brightness, seeing clearly up close, 2/ being able to hold, control and manipulate tools and products with high dexterity and a precise gentle touch. Candidates who are blind or with low vision may not be able to meet the competency standards – even with the provision of reasonable adjustments. **However, this should be assessed on a case-by-case basis.**



Candidates who are hard-of-hearing or deaf

Overcoming communication barriers - Communication is the number one priority to fully explore the candidate's skills and performance. Different means of communication can be used to ensure equal opportunity during the assessment: sign language, lip reading, written notes.

Communication is an essential function of a cook and is the most obvious challenge to address through the provision of reasonable adjustments.

Get the support of a Sign Language Interpreter



Picture 1: The male assessor speaks directly to the female deaf candidate who is not able to hear nor lipread.



Picture 2: A Sign Language interpreter is present to support the assessor convey his instructions to the deaf candidate.



Picture 3: The male assessor speaks to the Sign Language interpreter and asks: "Please ask the candidate to show me how she will prepare a chilli sauce".



Picture 4: The male assessor speaks directly to the female deaf candidate, and not the interpreter. He asks the candidate "Please show me how you will prepare a chilli sauce", and the Sign Language interpreter translates the instruction to the candidate.



Convey the instructions in written notes

Note: This is also relevant when no sign language interpreter is available on the assessment date or the candidate is not fluent in formal sign language.



Picture 5: The male assessor writes down the instruction on a notebook: *“Please make a Biryani with raita and salad.”*



Picture 6: The male assessor shows the written instruction to the female deaf candidate who reads it.



Picture 7: The deaf candidate executes the instruction and the assessor observes her during the meal preparation



Speak normally and clearly when the candidate can lip read



Picture 8: The female assessor says very slowly “Show me how you will make a fruit cake”, posing difficulties for the female candidate to lip read words.



Picture 9: The female assessor says normally “Show me how you will make a fruit cake”, and the female candidate is able to properly read the lip movement



Picture 10: The candidate executes the instruction.



Picture 11: The female candidate is unable to lip read what the assessor is saying because she is showing only half of her face to the candidate.



Picture 12: The female candidate is able to lip read what the assessor is saying because she can clearly see her face.

Minimize background noise when the candidate can partially hear



Picture 13: The female candidate is unable to hear clearly what the assessor is saying, because of the background noise (other trainees talking nearby).



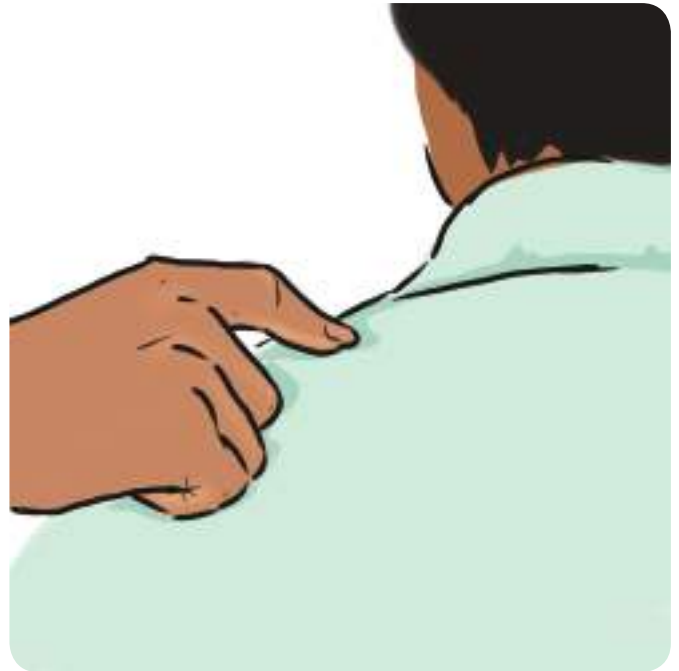
Picture 14: There is no background noise so that the candidate can clearly hear what the assessor is saying.



Wave your hand or give a light tap on the candidate's shoulder to get his/her attention



Picture 15: The assessor is waving his hand to get the attention of the deaf candidate



Picture 16: The assessor is tapping on the candidate's shoulder to get his attention.

Allow the use of a different method to communicate in the kitchen



Picture 17: The male deaf candidate communicates with the others in the kitchen, using **hand gestures**.



Picture 18: The male deaf candidate communicates with the others in the kitchen, using a **list of signs created during the training to convey the subtleties of cooking techniques**.



Allow the use of adapted tools to easily communicate in the kitchen



Picture 19: The female deaf candidate gets alerts about new orders to prepare, through a **red laser pointer directed to her workstation** (instead of a bell).



Picture 20: The female deaf candidate gets an alert that a staff requires her support, **using a laser lighter directed to her workstation** (instead of talking).



Picture 21: The female deaf candidate can see what's happening behind her, thanks to an **adjustable / portable mirror** placed in her workstation.



Candidates with upper body or lower body limitations

Allow the use of a different method to perform the cook related tasks



Picture 22: The female candidate with hand limitation is performing the cutting tasks by holding the knife against her waist or hip.



Pictures 23.1, 23.2: The female candidates with hand limitation are holding the utensils with their forearms when preparing pastries.



Picture 24: The female candidate with lower body limitation (using crutches) is performing cooking tasks - that are usually done standing - in a sitting position using a saddle chair. Tasks can also be performed by alternating between a sitting and a standing position.

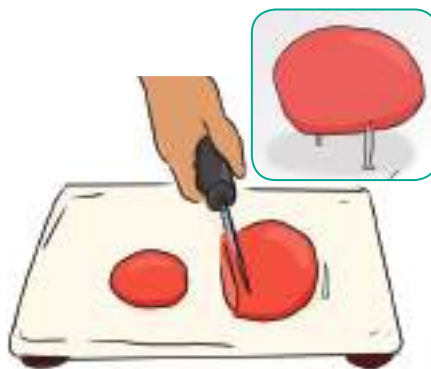
Allow the use of adapted tools to perform the cooking related tasks



Picture 25: The candidate with one arm is using a **roller knife** for easy one-handed cutting of vegetables.



Pictures 26.1, 26.2: The candidate with hand dexterity problems is using an **easy grip knife** to cut vegetables, bread and other food items.



Pictures 27.1, 27.2, 27.3: The candidate with one arm is using an **adapted cutting board** to easily grip or perform cutting tasks with one hand (the clamp can fix items such as box grater, the steel spikes keep vegetables still when peeling or cutting).



Pictures 28.1, 28.2: The candidate with hand dexterity problems is using **pan holders** to prevent pan from sliding while cooking.



Picture 29: The candidate who has a hand limitation on one side is opening the bottle with the support of a **one-handed bottle opener**.

Pictures 30.1, 30.2: The candidate who has a hand limitation on one side is opening the jam bottle with the support of a **one-handed bottle/jar opener**.

Candidates with lower body limitations:



Picture 31: The candidate (with a spinal cord issue) who has difficulty standing for a long time is preparing the hot beverages with the support of an adjustable perching stool that gives the possibility to semi-sit, perch and lean (with or without arm/back rest).



Picture 32: The candidate (with a leg prosthesis) who has difficulty standing for a long time is preparing the hot beverages while resting his feet on the step stool.



Picture 33: The candidate (with a spinal cord issue) who has difficulty standing for a long time is performing the cooking tasks sitting on saddle chair, to easily move around the kitchen.



Picture 34: The candidate with short stature can easily observe inside the pots and pans, using a **stove mirror or an adjustable mirror**. It is also relevant for candidates in wheelchair.



Picture 35: The candidate with short stature can access the workstation, by using a **two-step stool**.



Candidates with intellectual disabilities

Use clear and simple language, referring as much as possible to the words used during the training



Picture 36: The Assessor gives the instruction: *"Please prepare a biryani with raita and salad"*. The candidate with an intellectual disability does not understand it clearly.



Picture 37: The Assessor says *"I want you to prepare a biryani with raita and salad. For that, can you get out all the food you need? And then, get out all the utensils and tools you need to cook the meal."*

OR



Picture 38: The trainer is present during the assessment to channel the Assessor's questions in an easy language and in a more practical way.



Picture 39: The Assessor gives the instruction: *"Please prepare a biryani with raita and salad"*.



Picture 40: The trainer says to the candidate: *“He want you to prepare a biryani with raita and salad. Can you put on the table all the ingredients you need?”*

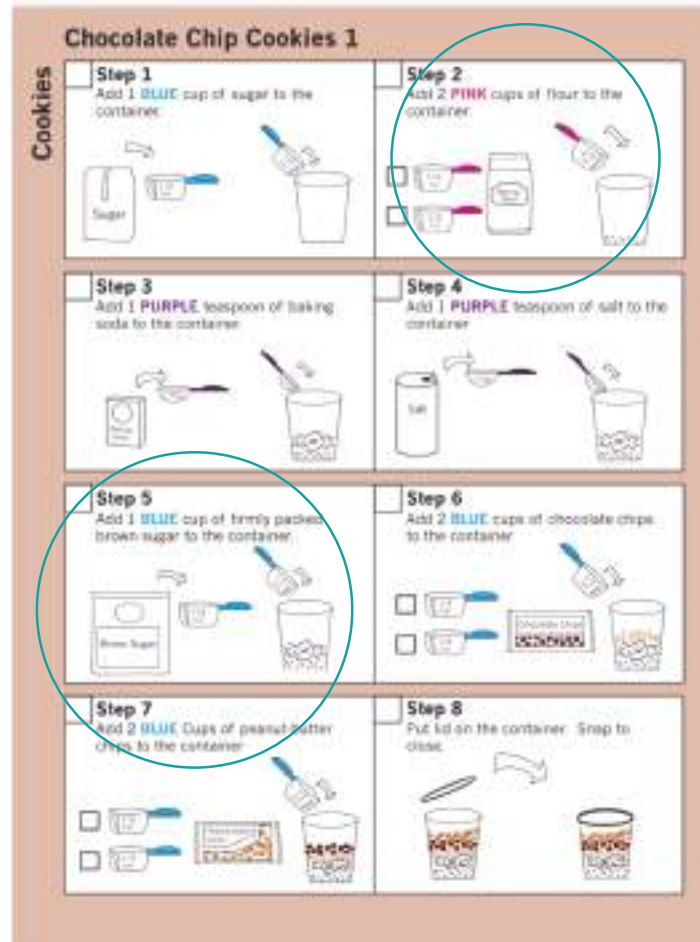


Picture 41: The trainer says to the candidate: *“Bring all the utensils and tools you need to make the meal. “*

Allow the candidate to bring the colour-coded tools and equipment used during the training



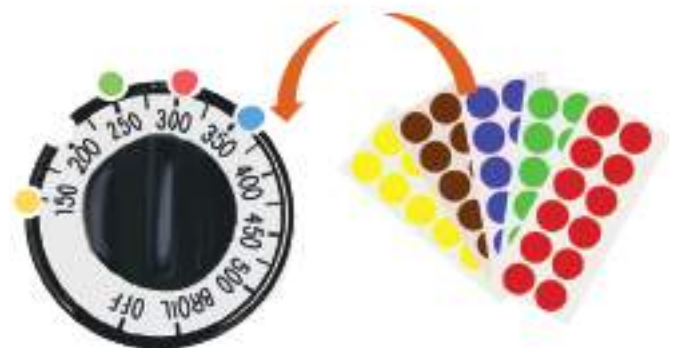
Pictures 42.1, 42.2: The candidate with an intellectual disability is using **the color-coded measuring tools.**



Picture 43: The candidate with an intellectual disability is preparing Chocolate chip cookies, by matching the color-coded measuring spoons and cups (seen in Picture 42) with the color-coded recipe he learnt during the training.



Picture 44: The candidate with an intellectual disability is able to identify potential hazards like sharp blades, by using **color-coded knives**.



Picture 45: The candidate with an intellectual disability can preheat the oven, using the **colour coded temperature reference** learned during the training (color-coding dot stickers): e.g. yellow dot for 150°; white dot for 200°, etc.



Allow the use of adapted tools to make cooking safe and easier



Pictures 46.1, 46.2: The candidate with an intellectual disability is chopping vegetables, using a hand protector tool to avoid any injury.

Allow the candidate to set up the workstation for an easy navigation during the assessment



Picture 47: With the support of the trainer, the candidate with an intellectual disability is arranging his workstation with all the color-coded equipment and tools in the same place than during the training. This will help him feel comfortable during the assessment.

For English communication, refer as much as possible to the English words taught during the training



Picture 48: The assessor has the list of English words that was taught to the candidate during the training, along with pictures. He pinpoints some of the pictures and asks the candidate to name the word in English.





