

Policy Name	Reasonable Adjustment: Assessment Fast Track Policy
Date	12 September 2019
Responsible dept.	Learning & Development
Current Version	V2

PURPOSE

CAL is committed to providing reasonable adjustment in whatever form is required to satisfy the many and diverse needs of our student body. One specialised form of reasonable adjustment is that 'grey' area that sits between Recognition of Prior Learning (RPL) on the one hand and completing a learning program that culminates in competency achieved. VET requires all RTOs to recognise the skills and knowledge that students already hold – gathered from years of work and/or previous formal or informal studies undertaken. However, the RPL process which involves the gathering of evidence to demonstrate competency can be impossible for some people, often for reasons beyond their control. Where such students do not possess sufficient evidence to complete RPL but, it is clear that the student possesses the criteria under consideration, CAL believes that a 'reasonable consideration' should be made to make sure that this group is not disadvantaged. Often, the only option open to these students is to relearn content (i.e. skills and knowledge) that they are competent in because they are unable to satisfy the requirements of RPL.

If a mature age student possesses the required knowledge and skills but is not in a position to undertake assessment via RPL, CAL may offer reasonable adjustment in the form of fast-tracking the learning (content) and assessment process.

SCOPE

This policy is applicable to CAL students who have a substantive work history (a minimum of three years fulltime work).

DEFINITIONS

Fast Track: A method of study and assessment for students who are unable to provide sufficient evidence through the RPL process. It requires a summative assessment process only. It recognises the underpinning skills and knowledge gained by a student with substantive work experience that allows them to focus on new skills and knowledge introduced through study while not wasting time on repeating the learning (and formative assessments that support the journey to competence) on elements where currently competent.

Assessment: The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a training package or by the learning outcomes of an accredited course. (Source: ASQA)

POLICY STATEMENT

CAL will address all fast track applications in a fair, constructive and timely manner, ensuring the principles of natural justice and procedural fairness are adopted at every stage of the process.

Students are informed of the assessment process and the options for assessment and collection of evidence, in their Individual Learning Plan (ILP), issued upon enrolment and prior to the commencement of the course. They are further advised in the initial coaching call and through the 'About Assessment' document provided to all students upon enrolment.

At the beginning of each new unit of study, students are able to access the assessment documents pertaining to that unit, including: the Learner Assessment Pack, a mapping document that aligns the unit content to the unit of competency, as well as a matrix document outlining how each activity, assessment task and quiz question aligns to the criteria for assessment and foundation skills.

Where students who have studied the assessment documentation, realise that they hold some/all of the criteria required for competency but, are unable to provide sufficient RPL evidence these students may be candidates for fast tracking.

Fast tracking is not an option a student can self-select. Any student considering fast-tracking must be pre-approved to do so by their learning coach.

Undertaking fast tracking cannot be guaranteed for a student as it may not be enough to demonstrate competence.

FAST TRACKING

From time to time CAL works with students who have worked in a job role and who (through discussion with their learning coach and by submission of their CV) have shown that they have gained and retained significant prior learning but, for a variety of reasons, are unable to proceed down the RPL pathway. This is often due to lack of evidence gathered before they left their job, and/or they may have worked in a high security environment that negated the collection of work-related data outside of the work environment. Others have left jobs under acrimonious circumstances and so with no evidence or access to testimonials and so on. This situation can occur in all sectors and across a range of work levels (such as supervisor, team leader or line manager) at Diploma level however, at CAL it is more common in women returning to

work post family leave and retrenched (older) workers. Where this is the case and, under normal circumstances (with access to workplace evidence) the coach is confident that the candidate has the required skills and knowledge for a specific unit of competency, the coach can offer a 'fast track' option on a unit basis for a specific unit of competency. CAL does not proactively promote or encourage this option, instead it is treated on a case by case basis in line with the principles behind reasonable adjustment.

Fast tracking is a direct form of 'reasonable adjustment' for otherwise unfairly disadvantaged and/or marginalised candidates. It provides these work-experienced candidates with the opportunity to develop a comprehensive evidence portfolio by completing the assessment task for the specified unit of competence.

Supporting Documents:

- Student Handbook,
- Student Guide to Assessment,
- Specific unit descriptors and assessment guidelines (training.gov),
- CAL Website,
- Assessment Policy,
- Academic Conduct Policy,
- Reasonable Adjustment Policy.

PROCEDURE

This procedure is implemented when RPL is not appropriate although the student has some knowledge and skills related to specific units and where no benefit would be gained by requiring the student to complete a program of learning with which they are already competent in.

Fast track is only appropriate where RPL has been explored and is not an option.

Action	Responsibility
<p>At the initial welcome call the student engagement coach talks about the assessment process and the option for RPL.</p> <p>Once this call is complete the student receives a summary email that confirms the key points made in the call and also introduces the option to 'fast track'.</p> <p>Where students are interested in fast tracking they can access a webpage that explains more about the process. If they are still interested they can book a call with a specialist/industry coach.</p>	<p>Student Success Advisor</p>
<p>At this call the option for RPL is discussed and rejected. Where the coach can hear that the student has sufficient knowledge and recent, relevant work experience, fast track may then be discussed as an option to undertaking the full learning program.</p> <p>The coach/assessor reviews the student's work history and experience and makes a preliminary judgement that the student may be a candidate for fast tracking.</p> <p>The coach outlines the process to the student and makes it clear that the option for fast-tracking is conditional as the offer is based on the information the student has provided in discussion with the coach and via their CV. The onus is still on the student to prove and/or demonstrate their competency.</p>	<p>Coach</p>
<p>The first part of the 'conditional offer' for fast tracking is to give the student access to the unit under consideration for fast tracking.</p>	<p>Student administration</p>

<p>The student can open and sit the quiz of the unit, prior to undertaking any study.</p>	<p>Student</p>
<p>If the student successfully completes the quiz on their FIRST attempt at the quiz (receives a score above 90%), they are advised to contact their learning coach or assessor to seek approval for fast-tracking and receive instructions in the process of fast tracking.</p>	<p>Student</p>
<p>The learning coach and/or assessor will review the student's quiz results. Where the student has satisfactorily completed it (i.e. achieved the nominated benchmark for fast track), they will confirm and formalise approval for fast-tracking. (NOTE: Even though the student is confirmed to proceed with fast tracking, it is made very clear to the student that this doesn't mean they will be deemed competent for the unit under consideration if they follow the instructions for fast tracking).</p> <p>Where this is not the case the student will be advised to follow the usual program of learning as articulated in the learning plan.</p>	<p>Learning Coach/Assessor</p>
<p>The student must complete the assessment task in full, either using their own workplace or the College case study organisation.</p> <p>Unlike other assessments that occur at the end of a program of learning (and after a number of formative assessment activities), fast tracking allows the student to skip the program of learning and the formative assessment activities and move directly to demonstrating their current competence by completing the set assessment task (completed in the workplace wherever possible or, in exceptional circumstances, via the case study company).</p>	<p>Student</p>
<p>The assessment task must be completed by the student without support from their coach. During completion of the assessment task, the student will gather a range of supplementary evidence that must also be submitted with the assessment task.</p> <p>NOTE: Fast track does not allow for a draft assessment to be submitted for feedback prior to final submission.</p>	<p>Student</p>

<p>If the assessor judges that the evidence provided in the assessment task and any supporting documentation satisfies the rules and principles of assessment, and competency has been achieved/demonstrated, the unit will be signed off as Competent.</p> <p>If not, the student will be instructed to go back and complete the unit via the program of learning and including the formative assessment activities along with the final assessment task.</p> <p>Fast tracking does not allow for re-submission. In the same way that RPL demonstrates competency, fast tracking must also</p> <p>The assessment result will be recorded in the same way a result from the completion of a learning program and the demonstration of competence is recorded (not RPL).</p>	<p>Assessor</p>
<p>This rigorous process is repeated for each unit required by the student</p>	<p>Student</p> <p>Assessor</p>

Policy Administration			
Version	Date Approved	Approved by	Next Review Due
1	2 August 2018	Helen Sabell	August 2020
2	12 September 2019	Sarah Sabell	September 2020
Compliance References			
Statutory	The <i>Standards for Registered Training Organisations (RTOs) 2015</i> Clauses: 1.12		
Industry	Vocational Education and Training (VET)		
Document Located	E:\Public Documents\03_CAL Operations\CAL Policies\02_CAL POLICIES STUDENTS		