

HRD Learner performance policy summary

Purpose

This is a summary and explanation of the HRD Integrated Services *HRD-Learner performance policy and procedure* document outlining what constitutes poor performance or non-performance. The policy provides the framework for how situations of a learner 'at risk' of poor performance may be dealt with.

This summary also includes reference to relevant parts of the *HRD-Access, equity and conduct policy*.

Read this document in conjunction with the *HRD-Learner progress policy*.

The *HRD-Learner performance policy* provides an overview of assignment submission requirements, theory test protocol and workplace assessment procedures, including fee arrangements for theory test resit and for reassessment.

If you are enrolled in the Certificate IV in Electrical – Rail Signalling this policy applies specifically to you.

The broad policy statements about what constitutes poor performance and actions taken in response to poor performance apply to all learners enrolled with HRD.

This summary document does not replace or alter the intent of the full *HRD-Learner performance policy* found at www.hrdi.com.au.

Policy

HRD recognises that some learners may face performance issues for different reasons. The learner performance policy provides an approach to addressing instances of poor performance or non-performance in a fair and transparent way.

Behaviour and attendance

HRD and your employer have expectations of how you will conduct yourself whilst in training, including regular attendance at all classes.

Attendance is monitored and absences reported to your employer. Patterns of regular absence may lead to a non-performance report being submitted to your employer.

All learners are expected to respect the learning needs of others and conduct themselves in an acceptable manner at all times during training. Instances of misconduct will be reported to your employer. 'Misconduct' includes unacceptable behaviour and academic misconduct.

The *HRD-Access, equity and conduct policy* provides information relating to behaviour and conduct. This policy is available on the HRD website.

Learner performance

Learner performance is reviewed following the submission of the written assignment and the written theory test for each training module.

A learner is 'at risk' of poor performance or of non-performance if they:

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- fail to submit an assignment by the due date on two successive occasions or more than three times throughout their course of training
- have two or more outstanding assignments
- exhibit a pattern of absences or non-attendances for module training
- are absent for scheduled theory tests on two or more occasions throughout their course of training
- fail to achieve the 70% theory test pass mark on first and second attempts in two or more training modules
- are uncooperative in class or interrupt the learning of others (refer to the *HRD–Access, equity and conduct policy*)
- for whatever reason, display poor performance or poor attendance for two or more training modules.

There will be progress reporting, performance and non-conformance reporting, and assessment recording and reporting throughout the duration of your course of training.

Learners note:

- all assignment and written theory test results are made available to your employer
- non-submission of written assignments will be reported to your employer and a course of action determined in consultation with the employer
- your performance will also be judged against the employability skills applicable to the Certificate IV in Electrical–Rail Signalling and relevant units of competency.

'At risk' learners

HRD will identify at risk learners and:

- advise them in writing of the situation they are in, and help the learner address the problem(s). It's expected that the learner will acknowledge their situation and respond accordingly.
- report at risk learners to their employer and an appropriate response developed in conjunction with the learner and the employer.

Responses may include:

- exclusion from subsequent training modules until outstanding assignments are submitted
- exclusion from the theory test for that module
- in the case of repeated failure to achieve the minimum theory test pass mark, a requirement to repeat training in that module
- additional support from HRD and from the learner's supervisor to help overcome knowledge gaps in relation to the assignment or theory test
- a response negotiated with the employer
- disciplinary action as determined by the employer.

A learner who cannot achieve a 70% pass result on the third test attempt for any one or more training modules may be viewed as not suitable for completing the program. A course of action will be discussed with the employer. This may include withdrawing from the program and enrolling again at a later stage.

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'Safety-critical' requirements

'Safety-critical' refers to the knowledge and skill required to ensure safe rail operations. Safety-critical is implicit in each training module.

Learners must be able to demonstrate an understanding and an application of safety-critical knowledge and skill requirements at all stages of the learning process.

Trainer-assessors may deem a learner to be a 'safety-critical risk' if the learner's words or actions or omissions either directly or indirectly lead to a reasonable inference that the person represents a risk to safe rail operations.

A learner who's a safety-critical risk will be reported to their employer, their suitability for the course reviewed and/or conditions imposed on their continued participation in the course.

Other conditions affecting behaviour and performance

You may have emotional, physical or medical concerns, or perhaps a personal welfare situation that impedes your performance or that affects your behaviour. If so, you could be at risk of poor performance.

For safety reasons, or to avoid repeated situations where you're unable to meet class timetable commitments or assessment submission requirements, HRD may recommend to you and your employer that you defer study or withdraw from the course until your personal situation is corrected.

Deferral or withdrawal will only be suggested as a last resort; a decision will be made in consultation with you and your employer, and after taking into account medical or other expert advice (where this is necessary and if appropriate).

Achieving training program/module pre-requisites

A course, training program and training modules ('course of training') often have stated pre-requisites that assist a learner achieve the course outcomes.

All learners must achieve the stated pre-requisite(s) at the time of entry to the course of training, or be enrolled in the pre-requisite and achieve it within an agreed timeframe.

A learner who enters a course of training without the necessary pre-requisite(s) or who, through non-performance, does not meet pre-requisite entry requirements may be disadvantaged as training progresses.

Learners note:

- entry into training in a module for which there are pre-requisite requirements may be denied if those pre-requisites are not met
- 'pre-requisites' can include submission and satisfactory completion of theory work
- you cannot undertake a WPA until all pre-requisite WPAs are completed; for example, successfully completing the track circuit WPA is a pre-requisite to the level crossing WPA.

Learners who do not meet the stated module or program pre-requisite(s) within the agreed timeframe will be reported to their employer with a recommendation that they be withdrawn from the program until pre-requisite requirements are met.

Written assignment

HRD regards assignments as essential preparation for the theory test. Submission and successful completion of the assignment is a pre-requisite to workplace assessment.

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Assignments are included in the learning resources at the commencement of each training module. Assignments must be submitted by the due date to allow correction and learner review with the trainer–assessor prior to the theory test.

Written assignments are structured so that:

- classroom theory learning can be applied and revised
- there is in-field practical research and application of theory
- learners access relevant information from the workplace; and depot staff and the learner’s supervisor are involved to mentor, support and enhance learning in a structured way
- learners have the opportunity to complete two hands-on maintenance activities in preparation for WPA; the learner must alert the OIC of the need to complete the maintenance activities immediately after training has been received.

Refer to Assignment and theory test marking below for an explanation of marking procedure.

Learners note:

- HRD sets aside an assignment review day to allow you to discuss your work with the trainer–assessor. Assignments must be submitted on this day. Assignment review day is an opportunity to check your learning; it is not a theory test study day.

On assignment review day the trainer–assessor will negotiate a plan to assist learners to complete the required assignment questions. This may involve allocating a learner to another depot or placement where assignment requirements can be completed prior to the written theory test.

- If you’re unable to submit/complete an assignment by the due date, you must contact your trainer–assessor to discuss your circumstances or you may be deemed at risk of non-performance.

Theory tests

Written theory tests are critical in determining your readiness to progress to the next training module and your readiness for WPA.

- Theory tests are a timed and closed book assessment. Tests must be completed without the use of personal notes, training material, books or conferring with others.
- No electronic devices, including mobile phones, may be accessed during the test.
- Theory test day for the first test is typically Monday morning at the start of the next training module.
- Learners who are absent on test day or who are asked to re-sit a test may be offered one of two options:
 - a) learners who are required to re-sit a test may be asked to do so on another Monday with an existing group sitting a test.
 - b) learners who miss the Monday test through illness or other acceptable reason may be invited to attend the HRD office on a Tuesday at 9:00am to sit their test.

Learners note:

- If you are required to re-sit a test you’ll be given reasonable time to study and seek support.
- You may be offered 10 minutes supervised review of an incomplete test on the Wednesday before re-sit. Note-taking is not permitted.

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Assignment and theory test marking

It's expected that learners will provide a correct response to all assignment and theory test questions.

Learners will be asked to meet with an assessor to discuss, clarify and/or correct their responses to questions where:

- answers are incorrect or only partially correct
- answers contain **extensive unnecessary information** or evidence that doesn't correspond with the question
- wrong or insufficient evidence is submitted
- answers don't provide an appropriate understanding of OHS or of safety-critical requirements or statements are made that are deemed 'unsafe'.

Learners must be able to 100% correctly answer any safety-critical questions.

A response (with or without assessor support) to every assignment and test question is required; otherwise, a result will not be recorded. Learners must be able to show that they have the minimum understanding of the knowledge area covered by any question.

A person who repeatedly requires assistance to clarify or provide detail to answers or a person who is unable to demonstrate knowledge of safety-critical requirements may be deemed at risk and reported to their employer.

Results

The pass mark for tests is typically 70% and above. A result of 69% or below is considered not satisfactory and requires a re-sit.

1. Re-sits are only required for 'not satisfactory' responses to questions; ie if the learner scores 0-69% for a question, a re-sit for that question is required.
2. Test results between 60-69% are eligible for a verbal re-sit.

The test paper will be reprinted and attached to the previous test. Assessors will highlight the questions to be repeated.

3. Paper re-sits will be required where the overall test score was 0%-59%.

The test paper will be reprinted and the candidate required to complete all questions.

4. If the second attempt result is less than 70%, the candidate may elect to repeat the training (with the employer's consent), or attempt a different paper with different questions.
5. Second and third attempts will be recorded as a maximum 70% pass only.

A person who displays a history of needing second or third attempts may be deemed at risk of poor performance.

Workplace assessment (WPA)

Workplace assessment is critical for determining a learner's ability to perform essential skills and apply knowledge to on-the-job activities.

- WPAs may be completed using company-issued procedures and instructions. Learners may also refer to personal notes and training material; however, if the learner is reliant on these notes the assessor may reach a not yet competent (NYC) decision.

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- It is expected that a learner has gained sufficient experience prior to the WPA and will complete all tasks at first attempt.
- A learner whose answers or actions don't provide an appropriate understanding of OHS or of safety-critical requirements, or a learner who makes statements deemed unsafe, will be judged NYC.
- If a learner is assessed NYC the assessor will discuss the performance deficiency with the learner.

Note: assessment documents must be completed and signed by you and the assessor, and then returned to the RTO for recording as evidence of first (or subsequent) attempt.

- The learner will undertake a second WPA attempt arranged in consultation with the assessor. If the second attempt is assessed as NYC, the assessor will complete and submit the assessment documents to HRD.

Learners judged NYC at their second attempt will not be assessed again until agreement is reached with the employer regarding an appropriate course of remedial action.

Fees

Fees for marking assignment, first attempt theory tests and for conducting WPAs are met as part of contractual arrangements between HRD and the employer.

Subsequent attempts attract additional charges for printing, assessment, and for administration, recording and reporting. Employers may, at their discretion, pass these costs on to the learner.