

HRD - Learner performance policy and procedure

Learner performance and progress

Compliance

Standards for RTOs 2015, Standard 1.3(b); 1.7

Purpose/explanation

This policy document outlines what constitutes poor performance or non-performance and provides the framework for how situations of a learner 'at risk' of poor performance may be dealt with.

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

Related policies and procedures

HRD-Access, equity and conduct policy

HRD-Assessment policy

HRD-Cheating and plagiarism policy and procedure

HRD-Learner progress policy

Related documents

HRD-Learner induction information

HRD-Learner induction checklist

HRD-Learner performance policy summary

HRD-Learner performance report (launched from Teacher App or completed as a HRD document)

Scope

This policy statement has particular application to learners enrolled in the UEE41211 Certificate IV in Electrical – Rail Signalling.

The broad provisions of the policy also apply to all HRD Integrated Services learners.

The policy recognises and acknowledges the safety critical nature of work in rail infrastructure.

Responsible parties

The Director, the Training Manager and training-assessing staff are responsible for the implementation and conduct of this policy.

Definitions

At risk learner	A learner may be deemed 'at risk' of poor performance or of non-performance if they: <ul style="list-style-type: none"> ▪ fail to submit an assignment by the due date on two successive occasions
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	<p>or more than three times throughout their course of training</p> <ul style="list-style-type: none">▪ 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 <i>HRD–Access, equity and conduct policy</i>)▪ for whatever reason, display poor performance or poor attendance for two or more training modules.
Client	The client is the person or organisation that pays the enrolment fee. This may be the employer of a learner or the learner themselves. Training is conducted on behalf of the client; the learner is a participant in that training.
Learner	The student, apprentice or trainee who participates in training or a training and assessment event.
Pre-requisite entry requirements	Courses, training programs or modules, including workplace assessments, may have pre-requisite entry requirements to be met by an agreed date and/or before a learner engages in training or assessment.
Safety–critical	Refers to the knowledge and skill required to ensure safe rail operations.
Safety–critical risk	A person who by their words, acts or omissions may lead to a reasonable inference that they represent a risk to safe rail operations.
WPA	Workplace practical assessment: assessment conducted in the learner’s workplace as the final confirmation of competence in a unit of competency.

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

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 the employer. 'Misconduct' includes unacceptable behaviour and academic misconduct.

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

The *HRD-Access, equity and conduct policy* provides information relating to behaviour and conduct.

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 (refer to Appendix 1 Pre-requisite flow).

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

Learner performance

Learner performance is reviewed following the submission of a written assignment and written theory test for each training module. A learner may be deemed 'at risk' if they are unable to meet the conditions for assignment submission and/or achieve a satisfactory theory test result.

There will be progress reporting, performance reporting and assessment recording and reporting throughout the duration of a course of training.

Learners note:

- all assignment and 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.

Learner performance will also be judged against the:

- HRD Integrated Services *Access, equity and conduct policy*
- employability skills applicable to the Certificate IV in Electrical–Rail Signalling and relevant units of competency.

Non-conformances may be reported to the employer.

‘Safety–critical’ requirements

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

Safety critical knowledge and skills are implicit in each training module but may be different across training modules.

Trainer-assessors may, at any stage of the learning and assessment process, 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 deemed to be 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 of training.

‘At risk’ learners

HRD will identify learners who, because of repeated poor or low performance or because of poor attendance for two or more training modules, may be deemed at risk.

At risk learners will be advised in writing of the situation they are in, and counselled by HRD to identify the causes of poor performance and to help the learner address the problem(s). It is expected that the learner will acknowledge their situation and respond accordingly.

At risk learners will be reported in writing to their employer.

An appropriate response to an at risk learner’s poor performance will be developed in conjunction with the learner and the learner’s 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

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- a response negotiated with the employer
- disciplinary action as determined by the employer.

A learner who cannot achieve a pass result on the third theory 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.

HRD may make recommendation to the employer that the learner is not suitable for continuing in the program and request that the learner be withdrawn. The learner may enrol again at a later stage if agreement is reached between the employer and the RTO.

Other conditions affecting performance

A learner with an emotional problem, a physical or other medical condition, or a personal welfare situation that impedes performance or affects their behaviour may be viewed as evidencing poor performance or of being at risk of poor performance.

Learners determined to be 'at risk' through an emotional, medical or welfare condition may be encouraged to defer study or to withdraw. Deferral or withdrawal will only be suggested as a last resort; there will be consultation with the employer and medical or other expert advice will be considered (where necessary and as appropriate).

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.

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 a 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. Appendix 2 Assignment administration provides a visual representation of the requirements for how assignment submission is managed.

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.

The trainer-assessor will negotiate a plan on assignment review day 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 theory test.

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- If you are 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. Written theory 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 written theory test is typically a Monday morning at the start of the next training module.
- Learners who are absent on theory 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 will 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.

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.

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Results

(Appendix 3 Theory test administration summarises management of theory tests.)

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)

(Refer also to Appendix 4 Workplace assessment administration.)

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.
- 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.

Assessors note: assessment documents must be completed and signed, 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 is to complete and submit the assessment documents and report to the RTO.

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

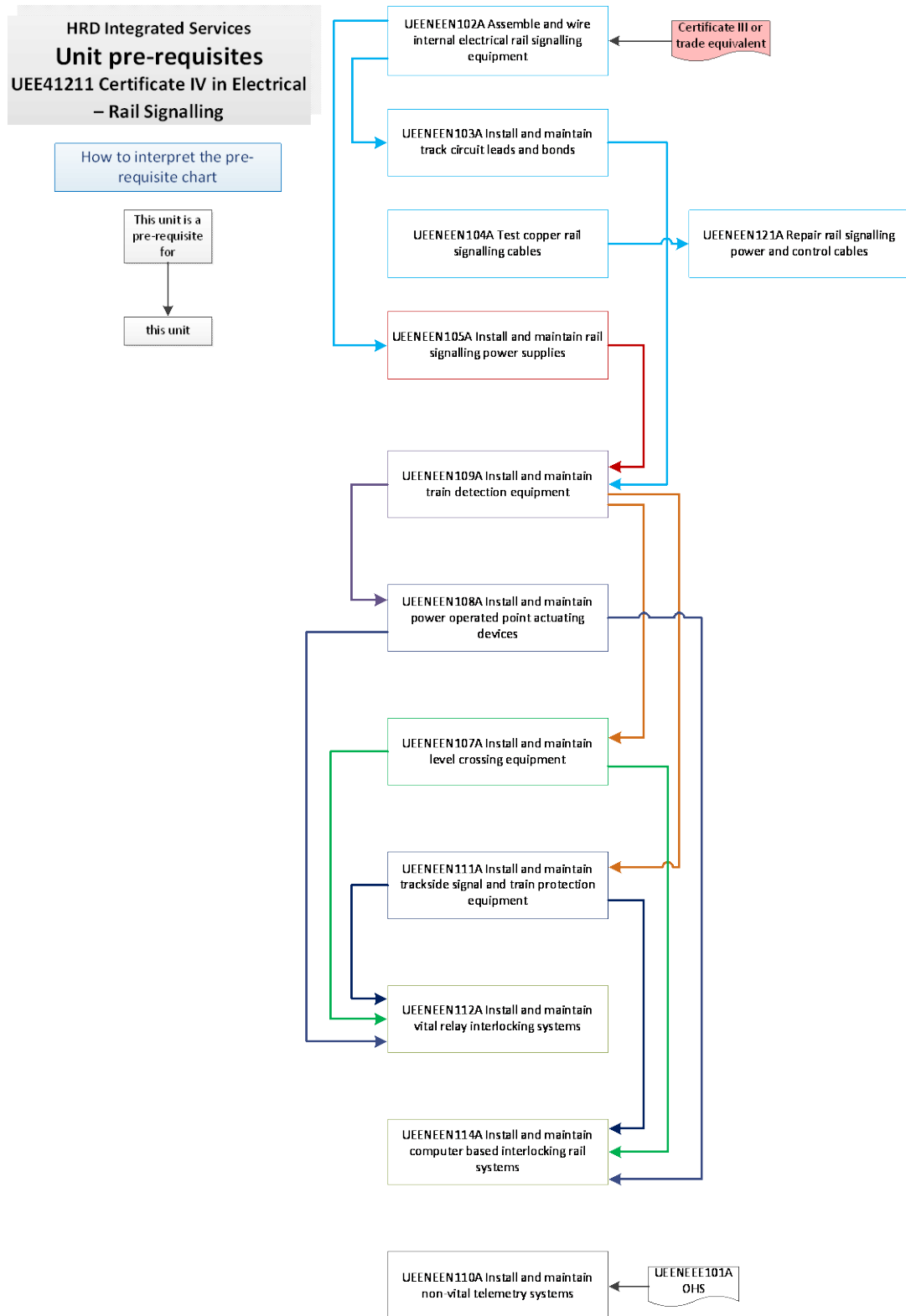
Fees for marking assignment, first attempt theory tests and for conducting WPAs are met as part of contractual arrangements between HRD and the employer.

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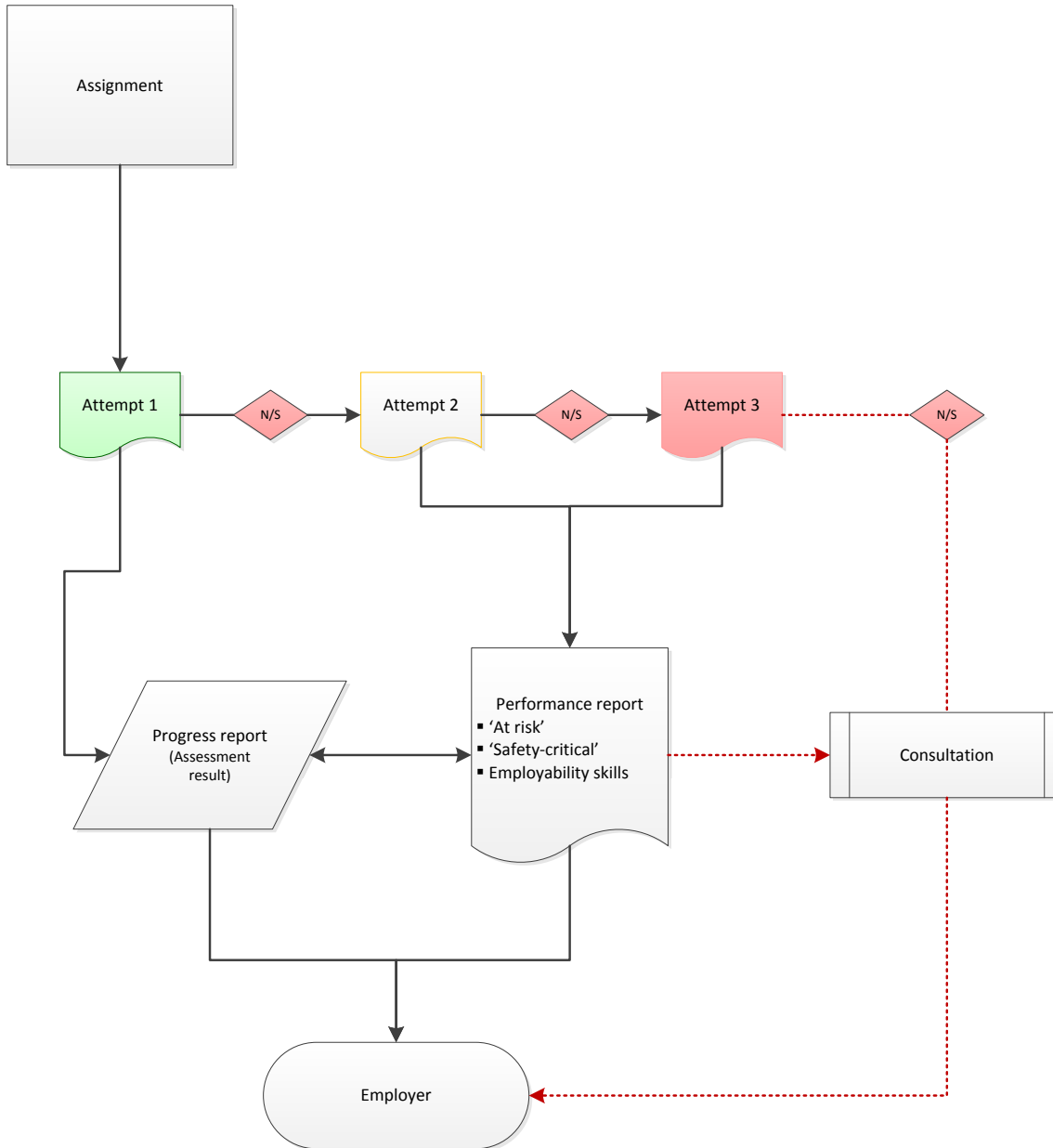
Subsequent attempts attract additional charges for printing, assessment, and for administration, recording and reporting. Employers may, at their discretion, pass these costs on to the learner.

Appendix 1 Pre-requisite flow

UEE41211 Certificate IV in Electrical–Rail Signalling

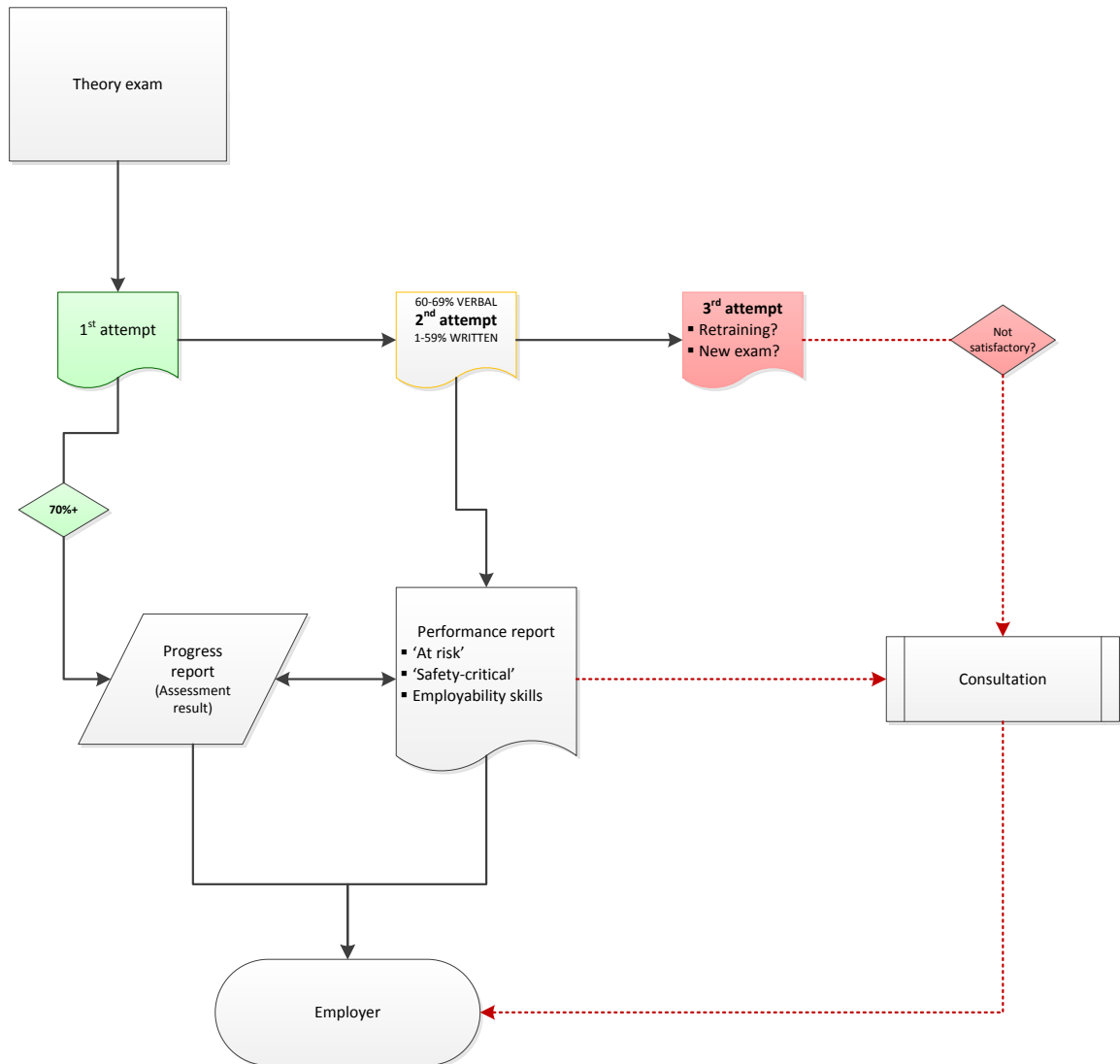


Appendix 2 Assignment administration*



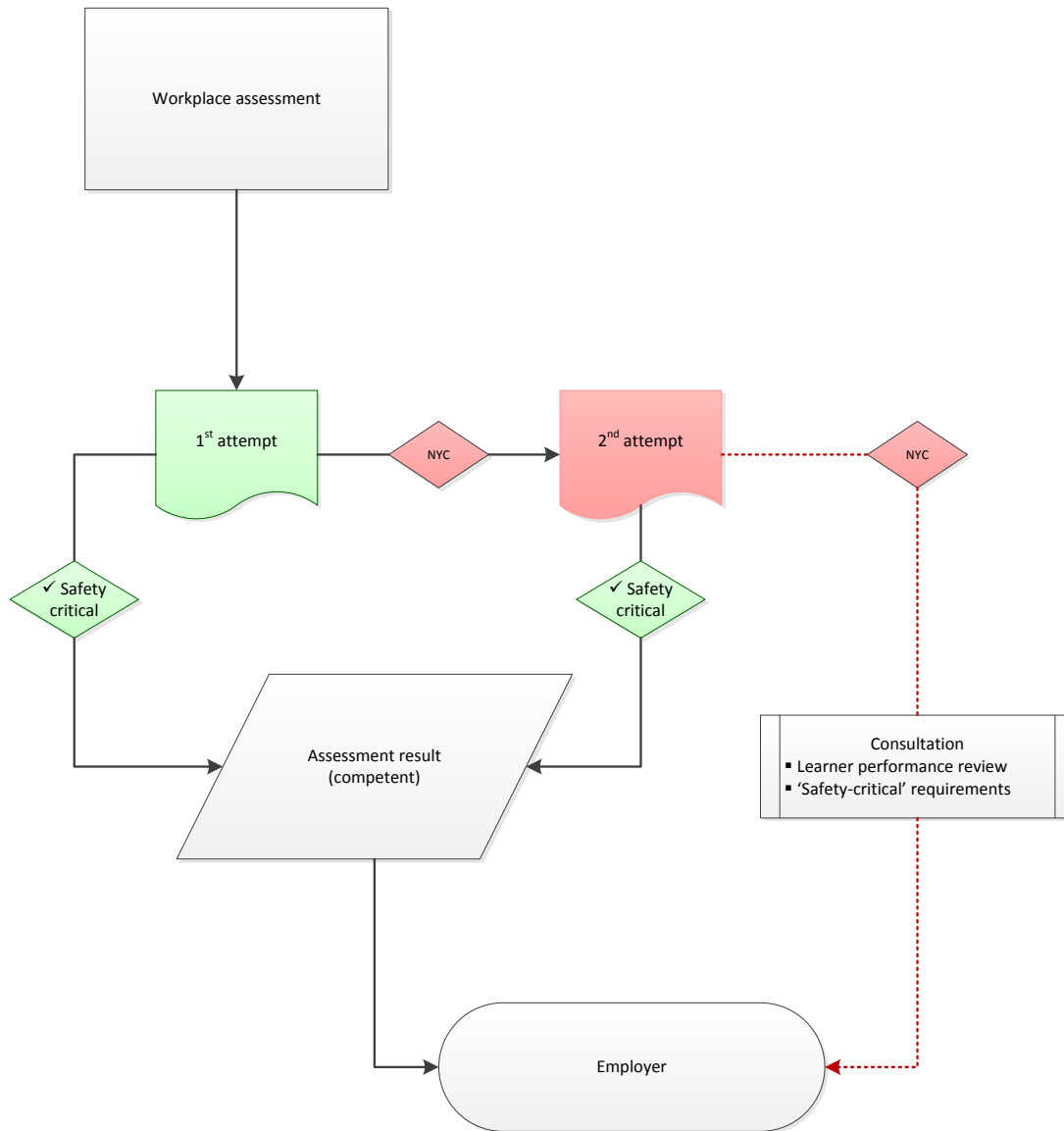
* This is an illustration of the relevant parts of the policy. It does not replace the policy wording.

Appendix 3 Theory test administration *



* This is an illustration of the relevant parts of the policy. It does not replace the policy wording.

Appendix 4 Workplace assessment administration*



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