COVID-19: Rapid Transition to Online Training Checklist

This document contains key information, links and guidance for providers significantly affected by COVID-19

ACTIVITY:	DONE:	DATE :	ACTION / COMMENT
All providers: Have you advised ASQA of any temporary changes, including:			
Changes to where you deliver training, including temporarily closed one or more of your premises?	☐		
Where you have temporarily ceased all or part of your training operations?	☐		
Where you have made adjustments to delivery modes or methods to remote learning?	☐		
If you are applying to ASQA to for a Registration Hold have you completed the online form?	☐		
Set up a specific folder so you can easily show the regulator what actions you have taken and when these actions were taken?	☐		
All providers: have you advised ASQA of any permanent changes, including:			
Permanently closing the RTO through ASQANet?	☐		
CRICOS Providers: Have you:			
Read critical information for CRICOS providers regarding applying to ASQA for a Registration Hold - Guide to provider default obligations under the ESOS Act	☐		
VET Student Loans Approved Providers: Have you:			
Read information for VET Student Loans Approved providers? The Department of Education, Skills and Employment has provided the following guidance- Information for VET Student Loans Approved Providers, with flexible arrangements for students, students diagnosed with COVID-19 and temporary cessation of operations. Providers experiencing or anticipating temporary closures due to COVID-19 should contact the Department via the VSL Providers form	☐		
All providers: communication with students:			
Advised of change to mode of delivery and assessment to online training?	☐		
Documented your communication with students and retained on file evidence of; emails, meeting, SMS follow ups?	☐		
Provided specific details of assessment requirements to students? *(See Appendix A at end of document of student requirements)*	☐		
Provided specific details on how training is to be conducted, including: o What technology will be used e.g. Zoom, Skype, webinars, podcasts etc? o When attendance is required for mandatory formal training activities e.g. 10am – 11.30am and 2pm – 4pm o The method for conducting the training?	☐		

o Who will do the training sessions? o What learning and technology support will be available? o How to access and log into the online learning? o Who to contact if they have technology issues?			
Provided students with an updated learning timetable that lists the scheduled or available learning support by class/ topic/ unit of competency etc.	☐		
Assisted students without the required technology to gain access to computer equipment with sufficient audio visual capacity and internet access?	☐		
Provided students with information about tracking their attendance and progress?	☐		
CRICOS Providers - International Students: Have you?			
Reviewed the ASQA guidance provided on switching to online delivery for CRICOS providers? This provides practical advice regarding changing delivery mode to online/ distance and the impact on attendance, CoE, visa requirements etc; https://www.asqa.gov.au/resources/faqs/covid-19	☐		
Provided international students with updated information from the Federal Government about studying in Australia during COVID-19? https://www.studyinaustralia.gov.au/English/student-support	☐		
Informed students that financial hardship support is available for students who have been studying for more than 12 months? Apply at the myGov website from April 2020.	☐		
Provided students with a link to the Australian Government "Coronavirus Australia" app? This app provides the latest official advice and real-time updates to their mobile phone. Available via the Apple App Store, Google Play, or via a WhatsApp channel on iOS or Android.	☐		
Provided information on how they can contact student support staff during this period?	☐		
Provided information on how you are going to provide non-academic support for them with accommodation, work, financial and other issues?	☐		
Provided them with information about their rights in accommodation that their tenancy cannot be terminated due to COVID-19? NSW Fair Trading in NSW has information that applies to all states and territories.	☐		
Documented the adaptive measures taken during this period including reasons why a student may be unable to meet their 20 hours of attendance requirements.	☐		
Project Management for new distance learning - Planning: Have you?			
Reviewed the ASQA guidance provided on switching to online delivery? This provides practical advice regarding changing delivery mode to online/ distance and the impact on your training and assessment strategies; https://www.asqa.gov.au/resources/faqs/covid-19	☐		
Determined how you are going to provide distance/ remote/ online learning and assessment materials quickly? *See guidance in* **Appendix 1: Teaching On-Line – What Students Want**	☐		
Determined who has been given the responsibility for this?	☐		
Staged the introduction, for example; o Initially PDF current materials and load onto the platform?	☐		

o Purchased materials designed for online learning? E.g. Didasko, Catalyst, access the websites that support some Cengage textbooks etc			
Engaged instructional designers and get them working on next terms online materials?	☐		
Updated your Training and Assessment Strategy with documented evidence of what adaptive measures your have put in place and how you have ensured that the training package requirements are still met?	☐		
Deferred work-placements?	☐		
Modified demonstrations so these can be done via video/ phone/ skype etc.	☐		

Project Management for new distance learning - Training staff: Have you?

Advised trainers on how they are now to deliver training e.g. what technology is to be used, how they can access the technology, how many hours direct online contact with students is required	☐		
Advised trainers how they are to support students in the change over and how this will be documented	☐		
Provided professional development for trainers in online training techniques?	☐		
Provided training for staff on how to use the technology including where to get technology support	☐		
Updated their employment contract with the changed requirements and had document signed?	☐		
Provided additional resources to trainers to assist to rapidly upskill? For example; — Weblinks — eBooks — Short courses etc *See* **Appendix 1: Teaching On-Line – What Students Want** *A range of good resources available that explain online learning instructional design and delivery methodology can be found at:* *https://learning.linkedin.com/blog/learning-thought-leadership/suddenly-teaching-online--free-resources-to-help-faculty-affecte* https://en.unesco.org/covid19/educationresponse/solutions	☐		

Project Management for new distance learning – Technology: Have you?*

Identified requirements for providing online services? Identified/ purchased license for platform - e.g. Moodle (free), Canvas Identified/ purchased license for method of visual contact with students – e.g. Skype, Zoom Ensured the platform provided is secure	☐		
Identified who will provide technological support for both students and trainers	☐		
Developed a plan for working systematically through all the steps and documenting completion of each?	☐		

* 2 very good people that we would recommend who are experienced in the field and can help with this aspect are listed below

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RTO ADVANCE

Appendix 1: Teaching On-Line – What Students Want

By Dominique Parrish, Allan Christie And Chris Campbell

As many universities scramble to get content online and translate face-to-face classes into an online environment, it is timely to pause and reflect on what students say they want in terms of online learning.

The Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) has for the past three years been developing a suite of quality standards for designing on-line learning environments.

The Technology Enhanced Learning Accreditation Standards (TELAS) have been conceptualised across four phases of development, including a rigorous and extensive consultation process involving tertiary sector professionals and academics across Australia, New Zealand and Singapore. A desire to include the student voice in the Standards' development led to the incorporation of student focus groups and student surveys across the development phases to ascertain what students perceived to be important in quality online learning.

The findings from this research, which were presented at the 2018 TEQSA Conference, highlighted the importance students place on assessments. The most important elements for on-line learning according to the students who participated in the TELAS research are:

1. Details of assessment tasks, their requirements, assessment criteria and how and when feedback will be provided clearly explained

2. Learning and assessment task instructions clearly stated

3. Clear expectations and outcomes for learning and assessment tasks

4. Aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided

5. Support and information to answer student questions

6. Design of the online learning environment is logically sequenced and organised

7. Learning resources are accessible

8. There is a single location for important news and announcements

As Michael Sankey pointed out in his article (CMM March 15) "we do not have time to think about meta concepts like design thinking, or great user experience (UX) design, rather in the short-term it's going to need to be crude, efficient and responsive." But all the better if we can address these very "suitably simple" elements that students have said are important to them, in our rapid design of online learning.

The TELAS Framework provides a guide to sound on-line learning design principles. In the current state of play these principles could provide a useful resource for enhancing students' on-line learning experience. Institutions are able to freely access and use the TELAS Framework which is available on the TELAS website to inform the design of their online learning environments.

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Source: https://campusmorningmail.com.au/news/teaching-on-line-what-students-want/?utm_campaign=website&utm_source=sendgrid.com&utm_medium=email