COVID-19 Amendment to Training and Assessment Strategy

RTOs are required to have documented training and assessment strategies that align to actual practice. Where delivery modes change from face-to-face to distance delivery, the strategies must also be updated.

ASQA recommends that all adaptive measures in response to COVID-19 are documented in the relevant students' records. This includes adaptive measures relating to the National Code, the Standards for RTOs or the ELICOS Standards, and applies to:

- variations to documented delivery strategies
- student 'attendance'
- limitations of online course delivery (particularly for overseas students)
- other areas where action is required to assist students.

The RTO must document reasons why an international student may be unable to meet their 20 hours of attendance requirements.

Instructions:

1. the template below contains various sections with a range of questions to assist you in describing the new learning environment. There are also examples/suggestions of possible responses to the questions.

2. complete an amendment TAS for each qualification

Qualification	
Delivery mode	Online? Distance?
Online requirements for student	Specify student requirements: e.g. - access to Wi-Fi, software and computer – how do you know if student has this? What will you do if they don't? - must regularly log in, and undertake their learning activities, in order to progress through their course. (minimum time online??)
Resources available to students	What does the RTO provide to students? e.g learning hub, texts, web links, personal 1 to 1 online session with trainer
Student support available	How were student support needs determined, as the new delivery modem may require re-assessment of individual student needs? E.g. ask for self-report from student, email questionnaire, trainer input based on experience of the student Is the student capable and confident in undertaking online learning? How do you check/confirm this? What will you do if they are not confident? E.g provide orientation to online sessions, provide technical support, provide additional learning support How do you provide regular and personalised contact between the students and their trainer? E.g. email, phone, private Zoom session

Monitoring student progress/ attendance	How did you inform students of requirements for 'attendance' and participation? E.g email, online induction session

How is the monitoring of student progress/ attendance conducted? E.g attendance is marked for compulsory 'lecture and tutorial' sessions, learning platform records students time on line and provides a report

How is attendance and participation recorded?

What do you do with students who are not actively participating? What follow-up/support is provided to students? |
| **Technology available for online delivery and assessment** | Equipment:

Bandwidth: |
| **Student to trainer ratio** | The ratio will depend on the training product being delivered, the learner cohort, and how the online delivery is being provided. E.g where students do not need to be online at the same time, trainers may be able to support a higher number of learners than would normally be in a classroom. |
| **Delivery strategy** | How is the qualification delivered? How has this changed because of Co-vid 19? E.g sequence of units re-ordered, using online forums for group activities, recording of formal sessions which can be viewed at a later date by students

Synchronis or non-synchronis delivery?

How is practical training being delivered? E.g. practical training has been postponed and only theory parts of the UoC are being delivered and assessed, using virtual reality for some practical sessions

How have the trainers roles changed? What expectations/KPIs for work performance are in place? E.g conduct zoom sessions each day, contact each student personally once a week etc? |
| **Methods of assessment** | How has the assessment processes changed?

Theory – how is it conducted?

Practical components – how is this conducted? E.g Zoom observation of role plays, group activities online using 'breakouts rooms.' What changes have been made where assessments that can be conducted only in the workplace?

Reasonable adjustment – have changes been made to suit individual students? how has this been documented? |

Work Placement	What changes have occurred due to Co-vid 19? E.g. placement activities have been postponed, changed electives to units that don't require work placement
	How have you advised students of the changes?