



Purpose

ASQA recommends that RTOs consider the development and delivery of remote (for example, online) training and assessment where they are able to, and delay face-to-face delivery for the time being. Clinton Institute have implemented this precautionary measure due to COVID-19 and we want to ensure the health and safety of all students and staff. New online training will replace face-to-face training from 30th March 2020. Including all VET and ELICOS courses.

The below policy and procedure are temporary measures being implemented to adapt and response to the challenges caused by the COVID-19 Pandemic.

The policy and procedure may be reviewed any time to response the rapid change of impacts of COVID-19 Pandemic.

Definitions

ASQA means Australian Skills Quality Authority

ESOS Act 2000 means Education Service for Overseas Students Act 2000

Policy

1. The Australian Government has placed certain restrictions on gatherings and businesses. Currently, these restrictions do not apply to education institutions.
2. All students are not required to attend campus, or for student orientation. However, all virtual classes and orientations still need to comply with the ESOS Act, Including the training hours, students attendance, and assessments all remain the same.
3. For students who are unable to attend a workplace to enable work experience, training or assessment, Trainers/Assessors could consider remote observation via other mediums, for example,
4. Use video recording (from recording on a phone to more complex technologies)
5. Use video conferencing software
6. Trainers/Assessors can arrange online training within campus should ensure desks / work stations are adequately separated (as per state requirements).
7. For hospitality work placement units delivered, some actions can be taken to mitigate the impacts of the current situation on learners who need to undertake workplace hours. ASQA supports in implanting these actions where possible:
 - Training – bring forward theoretical training across single or multiple units to continue learning.
 - Training – adjust the training and assessment strategy to continue to deliver units of competency that do not contain workplace hours.
 - Training – make use of simulated workplace environments to allow for practising of skills.
 - Training and assessment – where students are in different locations, make use of technologies such as video recording.

Assessment – where the training package allows, make use of simulated workplace assessment.

Where work placement has been partially completed, both students and the Clinton Institute should retain evidence of the placement completed to date, including any log books.



8. Clinton Institute should contact students regarding updated suitable resources and facilities. Ensure the support needs of individual learners are determined, particularly during a change of delivery mode. In some instances, students may prefer to delay their studies until they can return to the 'standard' delivery mode and structure.
9. Clinton Institute ensures the online training maintains the integrity of the specific training package requirements, and keep good, documented evidence of what adaptive measures they have put in place and how they have ensured that the training package requirements are met.
10. Clinton Institute when conducting delivery online should ensure that learners (domestic and overseas) are regularly logging in, and undertaking their learning, in order to progress through their course. It is important that the Clinton Institute has a process in place to document and evidence student progression through online delivery. Maintaining regular contact with the student by telephone and email to discuss the online content and their progression will help in their comprehension, will enable them to feel supported, and can also assist in verifying the authenticity of the learner.
11. Students may not want to attend class because of concerns during this time and may be self-isolating because of their age or health related issues (or those of their immediate family) place them at greater risk. As per ASQA guidelines, Clinton Institute should keep records on a student by student basis detailing the reasons why a student may not have attended, and how they have implemented adaptive measures to assist students during this period.
12. For students who fail in attendance and academic progress without compassionate reasons, Clinton Institute will send warning letters and request a student meeting via MS Team, in place of the previous face to face meeting in Campus.