

2010 Framework Business Plan

Flexible Learning Advisory Group

December 2009

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Message from the Chair

Flexibility is the way forward

Flexibility remains a central means of achieving an agile vocational education and training (VET) system that is responsive to broader economic goals and social inclusion objectives. It must occur at many levels – policy, systems and context specific – but essentially, flexibility is about the VET system continuing to anticipate and respond to the changing needs of its clients.

Government and social commentators are seeking ways to boost productivity and position Australia to take advantage of the economic recovery.¹ A highly skilled workforce equipped to face the economic challenges and global structural changes emerging from the global financial crisis will ensure Australia's future prosperity. The directions of COAG's (Council of Australian Government) reform agenda for VET following the *Bradley Review of Australian Higher Education* and the National Quality Council (NQC)/COAG Joint Steering Committee's *VET Products for the 21st Century* call for a flexible national training system which can provide opportunities for retrenched workers, apprentices and youth; increase access and engagement for equity groups; and equip the workforce with the necessary skills for the future, including higher level and green skills.

In this agenda, e-learning is not an end in itself but a means to the greater flexibility, responsiveness and long-term sustainability now required of the national training system. Flexible and technology-rich training solutions will enable rapid responses to skill shortages and new training needs in emerging industries, and support increases in student numbers, without the lead time needed to purchase and build physical training centres and equipment. These solutions will also:

- increase access to nationally recognised training for geographically and socially excluded learners
- provide economically and environmentally viable training options which reduce the need for expensive, specialised equipment and materials which can only be accessed in our largest cities
- foster a culture of collaborative learning across distances and time zones
- provide the foundation for all Australians to participate fully in a digital economy.

Evidence shows that employers are increasingly engaging with e-learning and the demand should not be underestimated. Of over 800 employers surveyed nationally by the Framework's 2009 national *E-learning Benchmarking Survey*, more than a third use e-learning as part of the structured training they provide to their employees. More than two-thirds believe e-learning offers flexibility in allowing learners to access and undertake training, and that e-learning provides valuable computer skills for employees.

"It's a very useful way for revisiting or refreshing knowledge. We tend to have highly skilled and qualified professionals, and it's a drain if they have to go offsite [to train]. It's more efficient for them to do that and easier for managing our resource allocation."

*"We have remote sites so it's a more immediate response than running large group sessions."*²

¹ *Financial Review*, 1 September 2009, page 1.

² 2009 Framework Employer E-learning Benchmarking Survey Report, <http://www.flexiblelearning.net.au/content/research>

Today's learners, whether on campus, in the workplace or in a community setting, increasingly expect to download lectures and lessons as podcasts, submit assessment tasks online and participate in online conferences and student chat rooms. In VET, our teachers and trainers are increasing their capability to innovate using tools such as social networking sites, mobile phone applications and web 2.0 technologies for diverse and interactive learning experiences.

In its recent report, the OECD (Organisation for Economic Cooperation and Development) concluded that the Australian Flexible Learning Framework (Framework) is innovative in its open architecture and is evidence that it is possible to have successful nation-wide collaborations with all jurisdictions engaged, whilst continuing to recognise state and territory autonomy. It also noted that the Flexible Learning Advisory Group's (FLAG) strategic planning has resulted in greater choice and flexibility in the range of training and models of delivery, increased cost effectiveness, facilitated knowledge transfer and avoided duplication between jurisdictions – thereby fostering systemic change in VET to better respond to current labour market challenges.³

FLAG's strategic goal⁴ to work collaboratively to embed e-learning as an integral part of the national training system is becoming a reality. But there is still much work to be done to build and consolidate on the investment made so far. Moreover, e-learning is not static – VET must continue to harness the potential of dynamic technologies which offer enhanced pedagogy and systems efficiencies. Over the next two years, FLAG will continue to initiate greater engagement with other stakeholders of the national training system to target areas of mutual interest and offer FLAG's expertise where e-learning can contribute to the achievement of national goals and priorities.

Through the *2010 Framework Business Plan*, FLAG will directly support COAG's economic, social and educational goals, in particular the Compacts with Young Australians and with Retrenched Workers, by continuing to build and consolidate the national e-infrastructure and support business-training provider partnerships to accelerate the embedding of e-learning and therefore increase and improve learner outcomes.

Business activity descriptors (see Attachment A) identify how their work will enhance the flexibility of the national training system, thereby supporting the broader goals and targets of COAG.

Rod Arthur

Chair, Flexible Learning Advisory Group

³ *Systemic Innovation in the Australian VET System*, OECD, March 2009, <http://www.oecd.org/dataoecd/17/38/42243354.pdf>

⁴ *2008-2011 Australian Flexible Learning Framework Strategy*, page 5, <http://www.flag.edu.au/content/2008-2011-framework-strategy>

Background

The *2010 Framework Business Plan* guides the implementation of the third year of a four-year strategy and should be read in the context of the *2008–2011 Australian Flexible Learning Framework (Framework) Strategy*.

The Framework is managed by the Flexible Learning Advisory Group (FLAG), which has responsibility for its strategic planning, implementation and accountability. FLAG is a strategically-focused group of senior vocational education and training (VET) officers advising the National Senior Officials Committee (NSOC), the Australian Government's Department of Education, Employment and Workplace Relations (DEEWR) and the Australian Information and Communication Technologies in Education Committee (AICTEC) on national issues related to the directions and priorities for flexible learning in the VET sector, with particular reference to e-learning technologies.

Further information about FLAG and its activities is available at <http://www.flag.edu.au>

Purpose

The Framework provides the VET system with the essential e-learning infrastructure and expertise needed to respond to the challenges of a modern economy and the training needs of Australian businesses and workers.

To achieve this, the *2008–2011 Framework Strategy* is focused on integrating and embedding e-learning in training and businesses through:

- building on the national investment in essential e-learning infrastructure
- investing strategically in business–training provider partnerships between registered training organisations (RTOs) and business or industry
- investing in empowering learners to take control of their own learning.

Operating context

The *2008–2011 Framework Strategy* maximises and builds on the national investment to date in essential e-learning infrastructure. The first Framework Strategy, implemented during 2000–2004, focused on raising awareness of the potential of e-learning and starting to build capability. The second Framework Strategy, implemented during 2005–2007, continued this work and focused on engaging with key target groups. Together these strategies have created a considerable infrastructure and a sound foundation for e-learning across the VET sector.

The third Framework Strategy, for the period 2008–2011, is contributing to a system equipped to respond to the challenges of a modern economy and the training needs of Australian businesses and workers by focusing on embedding e-learning in training providers and businesses. It has been developed in the context of the demands and priorities facing the VET sector in 2008–2011, detailed in the *2008–2011 Framework Strategy* and summarised as follows:

- increased expectations that training providers will be flexible and responsive to client needs
- employers and individuals expecting greater choice and control over the time, place and content of training

- changing demographics in the labour market with older workers staying longer in the workforce and the education and training needs of young workers becoming an even stronger focus in government policy responses
- increasing expectations that technology will form a significant part of training delivery
- expectation that more training will be delivered to address the demands of economic growth, critical skill shortages and rapid changes in the workplace
- pressure to maximise efficiencies and manage cost.

The demands of the VET sector require multi-faceted solutions embracing the wider education sector, and e-learning is an important component of those solutions.

By the end of 2011, the *2008–2011 Framework Strategy* will have contributed to a future in which:

- learning is tailored to learners
- learners take control of their own learning
- teachers are effective ‘managers of learning’
- businesses are committed to e-learning for the right reasons
- there is sustainable e-learning infrastructure.

The *2008–2011 Framework Strategy* has three strategic priorities:



The *2010 Framework Business Plan* translates these strategic priorities into business activities.

Building on past Framework achievements – the road to 2010

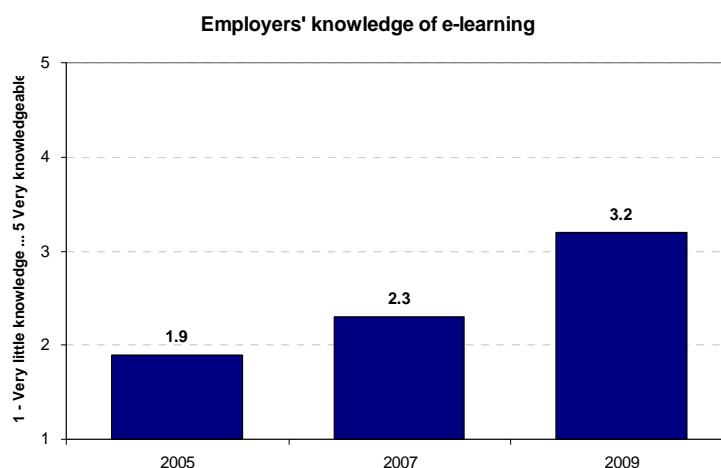
The annual *E-learning Benchmarking Survey* (<http://flexiblelearning.net.au/e-learningindicators>) surveys the uptake and use of e-learning by employers, RTOs, VET students, and VET teachers and trainers. The results provide a solid evidence base to support the planning and delivery of e-learning nationally through the Framework.

The Framework's 2009 national *E-learning Benchmarking Survey* indicates continuing growth in e-learning over recent years. Surveys of RTOs showed that 39% of all VET activity now formally involves e-learning. This compares with 36% in 2008, 17% in 2006, and 3–4% in 2003–2004.

The growth in e-learning aligns with recent predictions from IBIS World Australia that in response to business and consumer demand for increased skills and learning resources, “*online education will expand more than twice as quickly as any other industry in Australia over the next 12 months*” (*Campus Review*, 14 July 2009).

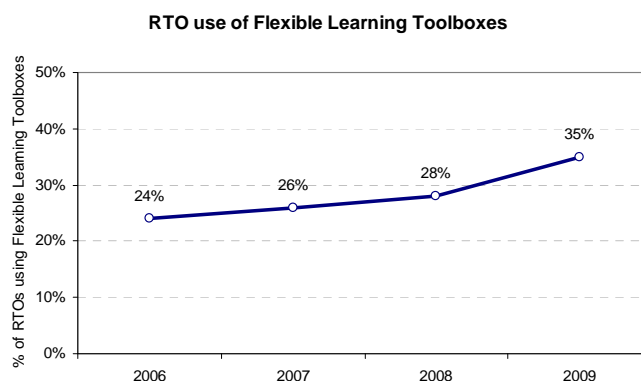
Around 55%-60% of all RTOs enable students to access online learning resources and content, and use technology to undertake learning activities and targeted internet research and communicate with teachers/trainers about learning issues.

The survey of employers showed that employers' knowledge of e-learning is increasing and many employers now see e-learning as a viable training delivery option. Around two-thirds said that e-learning was an efficient and flexible method of training, that it contributed to employees developing increased computer and other work-related skills, and that they would recommend e-learning to their employees and other employers.



The employer survey profiled the structured and unstructured training provided by employers in different industry sectors and of different size, highlighting the very high importance employers place on accessing flexible workplace based training.

The survey of VET teachers and trainers explored the different ways e-learning is being used in training activities and illustrated the extent to which e-learning and access to online resources (including the Framework's Flexible Learning Toolboxes) is providing VET students with flexible, personalised and engaging learning.



Progress through leadership

In 2009, the Framework managed further development of the integrated range of services, tools and resources forming the VET sector's national e-learning infrastructure.

A key service to the sector is the guardianship of technical standards to promote flexibility of electronic content and systems. The creation of standards-compliant content by practitioners was supported by the release of a number of user-friendly tools in 2009. Advice on current e-standards issues was developed, including new international requirements for accessibility of web content, and the use of authentication technologies to support VET services. Trials were conducted to identify standards requirements in emerging technology areas. A minimum list of e-learning functionality for the desktop environments of all VET teachers was finalised and has now been endorsed by NSOC.

The Framework continued to explore the use of electronic portfolios (e-portfolios) to assist learners to manage their evidence of learning to support mobility between different learning and employment settings. A published study demonstrated the value of e-portfolio tools to support the conduct of RPL (recognition of prior learning). In mid 2009 the release of the nine-goal strategy, the *VET E-portfolio Roadmap*⁵, put forward a program of research and consultation to develop a national approach to e-portfolio implementation, through agreement between jurisdictional and national stakeholders.

A new series of Toolbox online content resources has increased the range of e-learning products available to support Australian training. The Toolbox repository now provides a hosting service for learning objects from a range of sources. A review of the Toolbox model has been undertaken to explore formats which facilitate customisation and take into account the impact of newer technologies. This will result in a pilot activity to be pursued in 2010.

The web interface for the LORN network has been enhanced to improve the search experience for users seeking to download e-learning resources, and an e-transaction system has been implemented which enables organisations to license learning objects for cost. While many downloaded resources will continue to be available for free, the e-transaction system is expected to encourage the release of greater numbers of learning objects through LORN.

Recent outputs from research commissioned by the Framework have included reports on the role of e-learning in the development of employability skills, and e-learning to support priority programs such as fast tracking apprenticeships. A current study is exploring the relationship of e-learning to the Australian Quality Training Framework (AQTF). Priority themes for the future of the Framework's research program have been identified following a review.

A major re-development of the flexible learning website has reinforced the Framework's objective to extend the e-learning capability of VET practitioners, by giving greater emphasis to linking people for collaboration and resource sharing. A program of online events has provided a focal point for discussion of emerging practice, while jurisdictional support services have been active in providing advice on e-learning opportunities at the local level. Electronic newsletters, media releases and attendance at VET conferences have also performed key dissemination functions.

⁵ http://www.flexiblelearning.net.au/files/VETePortfolioRoadmap_web.pdf

Progress through innovation

The Framework is continuing to support individuals and industry to pursue vocational and economic goals by providing opportunities to develop innovative, responsive and flexible learning options.

The implementation of *E-learning Innovations* is based on state/territory VET priorities which incorporate national goals to boost productivity and increase access to learning opportunities for all Australians through innovative e-learning strategies. This collaborative approach caters for local context as well as addressing key national VET targets and priorities such as skill shortages, accessible learning for remote and isolated learners and social inclusion strategies for other target groups.

In 2009, each state and territory was allocated a proportion of a total national budget of \$5.3 million for the E-learning Innovations business activity. One hundred and fifty projects were selected and contributed to meeting the needs of a diverse range of stakeholders. These stakeholders included business, community groups, and individuals. One in three projects focused on apprentices and a significant number of projects supported pathways for learners through school to work transitions, movement from lower qualifications to higher qualifications and the provision of career paths for those currently employed, including fast tracking and RPL. This was particularly evident in projects targeting the health and community industry sector (one in five projects) where many workers had out of date or no qualifications.

The use of online assessment and e-portfolios provided flexible and varied approaches to skill development and recognition. Thirty-four projects were targeted at Indigenous learners through various employment and engagement strategies. Youth was a key focus with 33 projects working with disengaged youth to provide further training and employment options. Mature age learners were also significantly engaged in 2009 through the provision of skills recognition and retraining options.

Research commissioned in 2009 to examine the impact of the funding found that RTOs involved in the projects had improved their e-learning readiness in key areas of organisational capability and demonstrated evidence of embedding e-learning.

In 2010 the *E-learning Innovations* projects will build on the previous two years to promote and share sustainable models with RTOs across state and territory jurisdictions and build on the body of resources contributed by project teams to the national e-learning infrastructure. RTOs operating in niche markets and emerging industry areas such as green skills and sustainable industries will be encouraged to participate.

The funding of industry sectors in 2009 through the Industry Integration of E-learning business activity continued to enhance the Framework's collaborative approach to embedding e-learning, ensuring growth in business–training provider partnerships and strategic workforce development in key industries. This business activity focuses on moving e-learning from the margins of VET delivery into a mainstream tactic for delivery of these industry sectors workforce development strategies and approaches.

The goal of the Industry Integration of E-learning business activity is to have 10 industry sectors embedding e-learning over multiple years. In 2008 five long term industry sectors were selected and in 2009 four of these continued. In 2009 a further six were selected including small business such as the project managed through the Baking Industry Association of Victoria which focuses on management skills for small business owners. Other projects implemented during 2009 included community housing, child and family welfare, electrical distribution and retail. All of these projects focus on whole of workforce development.

During 2010 both business activities will continue to meet the Frameworks goals to invest strategically in business-training provider partnerships and empower learners.

The 2010 Framework Business Plan

In 2010, the Framework will pursue its activities and outcomes in the context of COAG's priorities and targets for VET as well as strategic directions for skills and workforce development, long-term economic and environmental sustainability, and a broader and more integrated tertiary education sector which is flexible, accessible, responsive and robust.

The Framework will continue the same collaborative national approach that has returned maximum benefits to the states and territories and the national training system to date. At the same time, continuing priority will be given to ensuring that Framework business activities are integrated and connected, so that e-learning becomes an integral part of the national training system.

The three strategic priorities of the *2008–2011 Framework Strategy* will be implemented through two interconnected programs, as described in this Plan. The 'Build on essential e-learning infrastructure' priority will be implemented through the Leadership Program, while the 'Invest strategically in business–training provider partnerships between RTOs and business or industry' and 'Invest in empowering learners' strategic priorities will be implemented through the Innovation Program.

The two programs are designed to be complementary in all their operations. The Leadership Program is responsible for consolidating the essential infrastructure, knowledge creation and support services that are central to ensuring continuity and connectedness in the pursuit of mainstreamed e-learning in the VET system. The Innovation Program is responsible for supporting the embedding of e-learning in training providers and businesses via the provision of funding, resources and support to RTOs to work with business and empower learners; and, funding, resources and support to industry to develop effective workforce development solutions. Recipients of funding are required to use the essential e-learning infrastructure eg Toolboxes, e-standards, LORN, and e-learning services created by the Leadership Program.

Under these programs, the business activities will:

- develop and improve the significant national infrastructure of e-learning services, standards and resources that benefit the national training system
- create opportunities for RTOs, business, industry and individuals to embrace, adopt and embed the use of e-learning practices and technologies to achieve outcomes that benefit businesses and individuals
- ensure that all funded activities emphasise the effective use of national e-learning products and standards, integrate professional development across activities and maximise the benefits of insights and knowledge that have been gained so far.

The Leadership Program

The Leadership Program will continue its role as custodian of the VET sector's national e-learning infrastructure in 2010. The services, resources and support provided through the program each contribute key elements to support the sector's aspirations for more flexible client-centred training.

Greater consistency in the application of technical standards significantly increases the effective use of electronic resources, platforms and services which are increasingly part of contemporary training. The program's work in this area will have continuing impact at a national level through research and collaborative review of standards to support national objectives. The involvement of jurisdictional and national stakeholders will facilitate system-wide acceptance. This work is behind the operation of LORN, and the movement towards a national approach to e-portfolio implementation. In 2010 similar methods will be used to trial and recommend a VET sector approach to identity authentication in support of the e-portfolio initiative and a range of other services. At a practitioner level, support for standards implementation will be provided through tools, guides and agreements on recommended functionality.

The availability of high quality resources for learners provides a firm basis for a provider's ability to deliver flexible training at times and places that suit the client. The Toolbox collection of e-learning resources will continue to expand, with a focus on skills shortages and other high priority content areas. This year's work program includes an exploration of the impact of newer technologies, especially web 2.0 technologies, on content development. Enhancing the customisation potential of Toolboxes will also be investigated. The range of learning objects available to the sector through LORN is also expected to increase with the operation of the new e-transaction system.

The program's knowledge creation activities will continue through both formal and informal methods. The priority themes of the targeted research program aim to help providers make informed decisions about using e-learning techniques in a sustainable, cost effective manner to maximise flexibility and empower learners. The sharing of knowledge created by practitioners through their own experiences will continue to be fostered by the community-focused aspects of the flexible learning website, online events and communities of practice. Jurisdictional e-learning coordinators will provide advice, support and connections in all states and territories. E-learning achievements will also be communicated to the wider community through the media and attendance at key events.

Activities will be funded and managed nationally through the pooling of state and territory resources and expertise.

Leadership Program business activities

- *E-portfolios* – developing the standards and protocols to ensure portability of an individual's collected evidence of learning, to support course entry, transitions between training and other forms of education, and between learning settings and employment.
- *E-standards for Training* – managing the on-going review and ratification of national technical standards, researching the standards requirements for emerging technology areas, and providing support and guidance on technical functionality for e-learning environments.

- *LORN* – developing and maintaining LORN as the national source of e-learning and assessment resources and securing the long-term sustainability of this valuable national infrastructure.
- *Flexible Learning Toolboxes* – ensuring learners and practitioners continue to benefit from a national collection of e-learning and assessment resources (Toolboxes) that directly support the implementation of industry training packages and government priorities for training.
- *Benchmarking and Research* – measuring progressive change in the demand, uptake and impact of e-learning in the training system and the workplace; and undertaking research to support greater embedding and impact of e-learning in providers and business, and engagement of disengaged learners.
- *Access to E-learning Knowledge and Know-how (AEKK)* – supporting the sharing of e-learning expertise across the VET sector, through the availability of information, resources and connections with people, to assist practitioners and providers in their adoption of e-learning practice.
- *Brand Management* – providing high-quality management of the Framework brand and working closely with business activities and state/territory personnel to ensure that Framework outputs and e-learning developments are effectively promoted to the VET system and its clients.

The Innovation Program

Through its two business activities, the Innovation Program supports and enables innovation so that e-learning is an integral part of the national training system. During 2010 these activities will continue to focus on improving e-learning readiness and embedding change in RTOs and businesses to provide client focused learning strategies that also encompass whole of workforce development. The activities will extend to new industries and markets whilst meeting both national and jurisdictional priorities. Learners will be empowered through the provision of a range of innovative learning options both within the workplace and through flexible pathways to access vocational and career opportunities. Activities will also continue to extend and embed e-learning infrastructure established through the activities of the Leadership Program and identify future infrastructure requirements.

In 2010 both Innovation Program business activities will continue to focus on supporting business-training provider partnerships that drive the integration of e-learning into businesses and training. They will also focus on supporting activities that:

- stimulate demand for e-learning from individual learners
- help RTOs to embed e-learning as a key aspect of their business strategy
- increase participation by particular groups of disadvantaged learners
- provide employers with access to e-learning programs and change management strategies that will help boost productivity, and support a skilled workforce.

Innovation Program business activities

- *Industry Integration of E-learning* – encourages selected industries to develop long-term plans for the inclusion of e-learning in overall industry-led workforce development; either through direct funding of associations representing industry sectors or through clusters of businesses based on a sound business case where there is an imperative to find an innovative solution. In both cases there will be partnerships with RTOs.

Below is an example of the type of project funded under this business activity.

The stainless steel fabrication industry sector has responded to the challenges of regionalisation, a skills dearth and inconsistent training by implementing an innovative response which embeds e-learning as a pathway for apprentice training.

A partnership between the Australian Stainless Steel Development Association and SkillsTech Australia in Queensland means employers and their apprentices are able to mix block release, workplace learning and now e-learning as alternative training pathways.

Key to this model is the role onsite workplace mentors play in implementing the e-learning alternative. In 2010 RTOs in other states will be encouraged to embrace the e-learning alternative enabling more fabricator employers control over where, when and what their apprentices learn.

- *E-learning Innovations* – supports innovative projects to embed e-learning into the national training system through partnerships and client focused responses to VET. Funding will be provided to RTOs to:
 - invest strategically in business–training provider partnerships that address a genuine business case for e-learning, or

- support RTOs to tailor their services to a more diverse range of learner needs through the implementation of innovative e-learning practices.

Almost 300 *E-learning Innovations* projects have been funded since the beginning of 2008.

Searchable profiles of all funded projects can be accessed at <http://www.flexiblelearning.net.au/innovations/teamprofiles>

Examples of projects that could be funded within the *E-learning Innovations* business activity include:

A project is designed to help disengaged youth to gain skills in tyre fitting from the Automotive training package. The program meets year 10 entry requirements to provide additional benefits for those who wish to go to year 12. Features of the design of the solution include:

- games-based activities to overcome barriers to undertaking assessments
- use of animation and narration to provide engagement and interest.

A childcare facility has a number of staff who have been working in the organisation for many years but do not have the qualifications that will be required when new licensing arrangements are announced in the near future.

They partner with an RTO to implement a solution that will use e-portfolios and gap training to get the workers qualified to the appropriate industry standard in time for the changeover.

A volunteer organisation in a regional area is finding it difficult to attract and retain skilled staff to manage the sport and recreation facilities that service the local area.

They partner with a regional RTO to deliver the *Diploma of Business* to existing volunteers using a range of delivery mechanisms including web conferencing and the Frontline Management Toolbox.

A large RTO is noticing that a number of their apprentices are finding it difficult to keep up with their workload due to literacy and numeracy issues that aren't being addressed in the workplace.

They work with students to develop a series of video and audio resources mapped to core communication units across a number of training packages that will make the learning more accessible and paced to suit the learner.

The resources will also support workplace supervisors to understand the needs of apprentices.

Qualifications from the Conservation and Land Management training package are being offered to Indigenous employees and contractors from a range of government agencies in the region.

Although field trips are already incorporated into training, the use of mobile technologies will address a number of areas of learning including cultural site recognition assessment and management training.

Delivering these courses will provide opportunities for more people to complete training and graduates will have a better grasp of emerging technologies and the use of these tools in their workplace and community.

Framework Business Plan budget

Funding for Framework activities will be underpinned by the following principles:

- decisions on funding will be based on investments being made where there is the greatest potential for achieving results against the broad strategy
- funded activities will be based on a sound business case within the RTO or business/industry
- activities will be expected to build capability and encourage knowledge-sharing within the RTO and/or business/industry, with the recipients' information and communication technology (ICT) infrastructure supporting e-learning.

Participating organisations will need to comply with the national standards, make use of tools and infrastructure that have already been developed, participate in benchmarking and contribute their project innovations and outputs to the national e-learning infrastructure. This includes ensuring that all learning objects developed are accessible through LORN via the Toolbox Repository.

Budget summary for 2010

Program	Activity	\$
Leadership	E-portfolios and E-standards for Training	800,000
	LORN	550,000
	Flexible Learning Toolboxes	3,000,000
	Benchmarking and Research	590,000
	Access to E-learning Knowledge and Know-how (includes e-learning advisory and support function)	2,027,500
	Brand Management	557,500
	Program Leader	150,000
		7,675,000
Innovation	Industry Integration of E-learning	1,000,000
	E-learning Innovations	5,300,000
	– business–training provider partnerships	
	– empowering learners	
	Program Leader and E-learning Innovations business manager	265,000
		6,565,000
FLAG and Framework support	FLAG Secretariat	660,000
	Support in the Chair's Office	100,000
TOTAL		15,000,000

Operating model

The Framework is a unique collaboration between the Australian Government and all states and territories, working together to support and lead the growth of e-learning across the VET system.

It is funded through the pooling of infrastructure funds, and complemented by investments by states and territories. The operating model for the *2008–2011 Framework Strategy* will continue to devolve responsibilities for implementation to the states and territories, on a program basis, within nationally agreed parameters.

The Framework management model maximises the strategic impact of the Framework and promotes the collaboration and networking that is characteristic of the Framework's engagement with VET clients, RTOs, business and industry, governments and training authorities.

Framework management

The *2010 Framework Business Plan* will be managed by FLAG. Under the Framework management model, the two program areas will be supported by national collaborative management arrangements through the FLAG Secretariat and through distributed management by individual states and territories. The key roles are:

FLAG Members

FLAG is currently chaired by the Deputy Director-General, Department of Education, Training and the Arts, Queensland and further comprises a nominee of each national, state and territory VET CEO and one representative of the national ACE (adult and community education) sector. FLAG also includes education.au as a standing observer. As a group, FLAG members provide advice to NSOC on national priorities for flexible learning. Each member will be responsible for managing their jurisdiction's allocation of funding and outcomes that contribute to national benefit.

Program Directors

FLAG members will be allocated program direction responsibilities. They will be responsible for national coordination, identifying program and cross-Framework synergies, fostering collaboration and sharing best practice. They will also be responsible for business activity accountability and program reporting.

FLAG Secretariat

The FLAG Secretariat provides the executive support for, and coordination of, the work of FLAG, including:

- supporting implementation of FLAG decisions
- managing the planning, reporting, review and accountability processes associated with FLAG's operation
- ensuring VET system interests are promoted through AICTEC
- coordinating internal Framework communication to facilitate networking and information sharing between Framework personnel.

The FLAG Secretariat works with programs, the Framework e-learning advisory and support function based in each state and territory and with ACE. The Secretariat supports and is accountable to the Chair of FLAG for Framework management.

Framework Business Plan reporting

The *2010 Framework Business Plan* represents the third year of the *2008–2011 Framework Strategy*, approved by NSOC in August 2007. The current strategy provides flexibility for monitoring and evaluation of activities on an annual basis. This will ensure that, over four years, Framework activities are responsive to and informed by the outcomes achieved, and that there is a growth in e-learning knowledge and expertise.

To this end, detailed Work and Finance Plans will be prepared for the two programs and their related business activities. FLAG will submit mid-year and end-of-year reports to NSOC on progress and outcomes of the Framework against the *2010 Framework Business Plan*.

Attachment A provides the details of each of the 2010 Framework business activities.

Attachment A: 2010 Framework business activities

Leadership Program

E-portfolios	
Description	<p>The E-portfolios business activity will continue to work closely with jurisdictional stakeholders to establish national agreement on the standards requirements for e-portfolios. The resultant key outputs will enable portability of learners' evidence of achievement to support pathways through training and education. By facilitating individuals' entry to courses and recognition of their learning, a national e-portfolio approach will support COAG targets for a better qualified population, initiatives such as the Youth and Retrenched Worker Compacts, and credit transfer between education sectors as proposed in the Bradley Review.</p> <p>The focus on strategic implementation and sector wide adoption strategies will continue. Work with national and local information services will be undertaken to support verification of learners' formal achievement records. This activity will continue to be closely associated with E-standards for Training.</p>
Objectives	<ul style="list-style-type: none"> ▪ To establish understanding of the standards' requirements to enable e-portfolios to effectively support learner transitions nationally. ▪ To reach agreements between jurisdictions and with other sectors on standards, business rules and policies to enable a national infrastructure to operate and to provide guidelines for developers of e-portfolio tools and applications. ▪ To establish an operating infrastructure that supports individual state and territory requirements while delivering national portability and verifiability of learner information.
Outcomes	<ul style="list-style-type: none"> ▪ National and cross-sectoral agreement on and engagement with e-portfolio standards, policy and business rules achieved. ▪ Operating national infrastructure in which state and territory tools for managing learner information can deliver local requirements while supporting national coverage.
Deliverables in 2010	<ul style="list-style-type: none"> ▪ Establishment of national standards, business rules and policy to enable the portability of learner information through an e-portfolio as outlined in the <i>VET E-portfolio Roadmap</i>. ▪ Establishment of a FLAG-endorsed group of strategic key jurisdictional decision makers to gain support for standards, business rules and policy to enable the use of e-portfolios in VET as outlined in the <i>VET E-portfolio Roadmap</i> ▪ Consultation with a reference group of key stakeholders including RPL leaders, e-portfolio experts/developers and key agency representatives to guide the implementation of the <i>VET E-portfolio Roadmap</i>. ▪ Sector-wide involvement to implement and embed the use of e-portfolios.

Alignment with the <i>2008–2011 Framework Strategy</i>	
Strategic direction	Build on essential e-learning infrastructure
Goal	A cohesive national infrastructure for managing learner information to support RPL and other transition processes.
Strategies	<ul style="list-style-type: none"> ▪ Research and pilot required standards. ▪ Work with jurisdictions and other sectors to reach agreement on standards. ▪ Develop policy and business rules for a national approach. ▪ Establish relevant national coordination.
Contacts	<p>Allison Miller TAFE SA P: (08) 8348 4075 E: allison.miller@tafesa.edu.au</p> <p>Owen O'Neill e-Works P: (03) 9661 8711 E: owen.oneill@eworks.edu.au</p>

E-standards for Training	
Description	<p>E-standards for Training will continue to manage the NSOC-endorsed VET sector standards agreement and ratification process. Existing standards will be maintained, updated and publicised. In 2010, support for the implementation of e-standards will continue, including guidance for technical testing of e-learning content.</p> <p>The development of technical standards for the sector supports the reform of training products and information systems (<i>COAG National Agreement for Skills and Workforce Development</i>), the sector's involvement in the Digital Education Revolution (DER) and its ability to capitalise on the implementation of the Vocational Education Broadband Network.</p> <p>E-standards will sponsor new emerging technology trials by RTOs to identify areas requiring future standards development. The <i>VET Teacher E-learning Toolkit</i>, which contains recommended e-learning functionality for VET practitioners, will be widely promoted for implementation in each jurisdiction.</p> <p>The recommendations of the Australian Government Information Office and Australian Human Rights & Equal Opportunity Commission actions on the new web content accessibility guidelines (WCAG2) will be monitored. E-standards for Training will provide guidance for VET content developers on implementing WCAG2 to ensure accessibility of content for an inclusive audience.</p> <p>Trials of approaches to authentication will take place to support trusted online collaboration across organisations.</p> <p>The activity will also represent the requirements of the VET sector in national and international technical standards forums where relevant.</p>
Objectives	<ul style="list-style-type: none"> ▪ To support the training system's essential e-learning infrastructure by standards agreed by all jurisdictions. ▪ To promote the use of standards at all levels within the training system, including support with implementation tools and guidance materials. ▪ To research and develop standards in emerging technology areas including ICT standards to support managing learner information, RPL processes, personalised learning and knowledge management. ▪ To provide an essential reference point on e-standards for the training sector. ▪ To provide a basis for collaboration on standards with other sectors and international standards movements.
Outcomes	<ul style="list-style-type: none"> ▪ Effective usage of national technical standards and support tools across the VET sector. ▪ A collaborative research and ratification process for national standards, actively supported by jurisdictions. ▪ Guides and tools available to support easy application of standards.

Deliverables in 2010	<ul style="list-style-type: none"> ▪ Provision of executive services to the sector's standards ratification body, the E-standards Expert Group. ▪ Maintenance and publication of existing standards and related supporting resources, including provision of an up-to-date online reference site. ▪ Trials of emerging technologies and dissemination of outcomes. ▪ Access for VET teachers to up-to-date e-learning functionality as agreed in the national <i>VET Teacher E-learning Toolkit</i>. ▪ Identification and trial of effective ways of supporting trusted collaboration across organisations and jurisdictions. ▪ Implementation support for e-standards in the national training system, including provision of tools and testing support.
Alignment with the <i>2008–2011 Framework Strategy</i>	
Strategic direction	Build on essential e-learning infrastructure.
Goals	<ul style="list-style-type: none"> ▪ A strong repository network infrastructure. ▪ A system that can implement national technical standards that ensure portability and re-use of learning content. ▪ A cohesive national infrastructure for managing learner information to support RPL and other transition processes. ▪ The VET sector is quick and effective in adapting new ICT to support personalised learning.
Strategies	<ul style="list-style-type: none"> ▪ Maintain collaborative focus on relevant research and update standards. ▪ Provide national ratification process for standards. ▪ Promote content standards nationally. ▪ Develop implementation guides and support tools. ▪ Ongoing systemic support for the use of new and emerging technologies that: <ul style="list-style-type: none"> – develop broad workforce capability in using new technologies – monitor, research, develop and maintain standards for new technology areas. ▪ Develop and promote network standards that enable user access to e-learning applications and resources.
Contact	<p>Owen O'Neill e-Works P: (03) 9661 8711 E: owen.oneill@eworks.edu.au</p>

LORN	
Description	<p>By providing access to digital learning material for training providers and a conduit for resource developers to share learning material, LORN supports a key aim of COAG's <i>National Agreement for Skills and Workforce Development</i>: the reform of training products, services, information systems and regulation to meet a more demand and client driven system. It also supports such initiatives as <i>Closing the Gap: the National Partnership Agreement on Remote Indigenous Public Internet Access</i>, by providing access to online training resources which may be used in remote Indigenous communities.</p> <p>LORN will be consolidated as the major source of online training and assessment materials for the national training system. The shared infrastructure will be extended to include the broadest possible range of resource repositories suitable for VET learners and will be widely promoted to key audience groups. Promotional material and guidelines will target RTOs as potential repository members. Where appropriate, repository membership will be extended to include enterprises and commercial publishers.</p> <p>User authentication will be tested and further developed. Online licensing and e-transactions will be an ongoing feature of the repository service, along with enhanced search functionality and ongoing improvements to the LORN website.</p> <p>LORN will continue to develop tools and features to suit VET needs, including strategies to support user review of resources and the share and return of customised versions.</p> <p>An ongoing governance arrangement will be continued and include investigation into long-term sustainability of this national VET asset.</p>
Objectives	<ul style="list-style-type: none"> ▪ LORN maintains a brokerage model acting as a mediator between the buyer and the repository owner, providing services to both parties to facilitate transactions. ▪ LORN's principles for the development of e-learning resources and resource repositories are widely accepted at all levels within the VET sector. ▪ That LORN adopt a staged approach in expanding its service, beginning with downloadable learning resources and further develops the capacity to offer non-downloadable content from repository owners for sale and subsequent delivery. ▪ That LORN maintains an e-transaction service which includes licensing. ▪ That LORN enhances an authenticated users model. ▪ That LORN provides an up to date website with ongoing support and enhancements for a variety of stakeholders.
Outcomes	<ul style="list-style-type: none"> ▪ Increased level of use of LORN by VET practitioners. ▪ Degree of satisfaction with the LORN website and e-transaction system from key audience groups: <ul style="list-style-type: none"> - users - repository owners.

	<ul style="list-style-type: none"> ▪ Responsiveness to key audience group requests, including support and minor enhancements. ▪ Number of repositories participating in LORN. ▪ Variety and number of learning resources available via LORN. ▪ Availability of appropriate copyright and licensing mechanisms. ▪ Availability of appropriate registration options.
Deliverables in 2010	<ul style="list-style-type: none"> ▪ An updated Service Level Agreement which reflects current practice. ▪ Non-downloadable learning material available for ordering through LORN (conditional on endorsement from the LORN Steering Committee). ▪ Increase in the number of repositories and resources available. ▪ Up-to-date, relevant documentation through the LORN website, including reports to key stakeholders. ▪ LORN's directions are informed both strategically and operationally through an effective governance model. ▪ Up-to-date relevant website based on user feedback. ▪ Following on from 2009 developments, there will be enhanced user authentication functions based on feedback received from stakeholders. ▪ Recommendations for future technical and business developments.
<i>Alignment with the 2008–2011 Framework Strategy</i>	
Strategic direction	Build on essential e-learning infrastructure.
Goal	A strong repository network infrastructure.
Strategies	<ul style="list-style-type: none"> ▪ Promote LORN to key audience groups. ▪ Support multiple organisations to contribute to repositories. ▪ Provide a seamless licensing and transaction system. ▪ Establish a service agreement for operational management under the auspice of FLAG.
Contact	Service provider to be confirmed

Flexible Learning Toolboxes	
Description	<p>The Flexible Learning Toolbox (Toolbox) business activity will continue to expand the national collection of learning and assessment resources.</p> <p>In 2010, a new strategy will be implemented for identifying Toolbox development priorities. Existing relationships with Industry Skills Councils, Toolbox Champions and RTOs will be enriched to enable the development of a priority list that reflects government priorities, including content to support skills shortages, Indigenous learners, higher level qualifications and RPL pathways.</p> <p>The Toolbox business activity will continue to pursue contemporary approaches to content development. The business manager will participate in discussions for the body of work, <i>Technical Standards for Digital Education (21st Century Curriculum Content)</i> as part of the DER.</p> <p>In addition, a pilot activity will be conducted to examine a number of emerging influences on the Toolbox model:</p> <ul style="list-style-type: none"> - integration of user generated content - how web 2.0 approaches and tools should be applied to Toolbox content - the need to streamline maintenance approaches - alignment of Toolbox customisation opportunities with core digital literacy capabilities in the VET sector - standardisation and its relevance to the Toolbox model. <p>This pilot will inform development approaches for 2011.</p> <p>The Toolbox Champion service supporting the embedding and customisation of Toolbox resources will continue. Toolbox Repository services and content will be expanded and developed to utilise developments in LORN.</p>
Objectives	<ul style="list-style-type: none"> ▪ To develop and maintain a national collection of quality reusable online learning and assessment resources. ▪ To develop and refine LORN and Toolbox Repository services. ▪ To continue to embed Toolbox content across the VET sector. ▪ To support the capability of the national training sector to develop, customise and use online learning content. ▪ To develop a pilot model to inform the sustainability and continued relevance of Toolbox content in a constantly changing education and technology environment.
Outcomes	<ul style="list-style-type: none"> ▪ Availability of new Toolbox resources in 2010. ▪ Increased customisation and return of Toolbox learning objects to the Toolbox Repository/LORN. ▪ Increased use and awareness of Toolbox Repository services. ▪ Increased capability of users to customise Toolbox resources. ▪ Pilot model and scope for 2011 Toolbox development created. ▪ Engagement of cross-sectoral interests in Toolbox initiatives.

Deliverables in 2010	<ul style="list-style-type: none"> ▪ E-learning and assessment resources in dual form (Toolboxes and learning objects), covering high-demand training areas and identified skills shortages. ▪ Development of a pilot model for future sustainable Toolboxes. ▪ Implementation of an enhanced process for identifying priority areas for Toolbox content development in line with national and state/territory priorities for skills shortage areas, Indigenous learners, higher level qualifications and RPL pathways. ▪ Development of new standards for user generated content (Toolboxes) as part of involvement with DER (21st Century Curriculum Content) activity. ▪ Provision of Toolbox Champion services to promote the use of Toolbox content and LORN. ▪ Provision of tools, guidelines and services to support RTO developers in customising and producing online learning materials. ▪ Repackaging of existing Toolbox content within current capacity. ▪ Expansion of Toolbox repository services including relevant enhanced features of LORN. ▪ National evaluation of the uptake, quality and impact of Toolboxes and learning objects. ▪ Development of ongoing cross-sectoral relationships to leverage advantages of resource sharing and expertise.
Alignment with the <i>2008–2011 Framework Strategy</i>	
Strategic direction	Build on essential e-learning infrastructure.
Goal	A significant collection of national e-learning resources being used by RTOs across all jurisdictions.
Strategies	<ul style="list-style-type: none"> ▪ Streamline processes for rapid development of Toolbox materials in skills shortage areas. ▪ Continue to extend training package coverage of Toolbox resources. ▪ Maintain, review and update existing Toolboxes, including integration of assessment and RPL tools. ▪ Support RTOs and business to use and customise Toolbox materials.
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Benchmarking and Research	
Description	<p>Benchmarking and Research will continue to provide high quality research and policy advice to inform FLAG's decision making on the embedding and future directions of e-learning across the VET sector. The research program for 2010 has been developed to explore the role of e-learning in addressing COAG training reform priorities, including quality in training and assessment, engagement of disengaged groups and industry productivity.</p> <p>In 2010, Benchmarking and Research will have a greater emphasis on capturing and applying evidence on the uptake, use and impact of e-learning to inform policy and practice in the VET sector, and particularly, the Framework's Innovation projects.</p> <p>The Framework activities will be supported by a range of research activities that will:</p> <ul style="list-style-type: none"> ▪ measure the uptake and impact of e-learning among target markets in the VET sector ▪ inform the development of new policy directions and future Framework activities ▪ investigate emerging technologies and their application in the VET sector ▪ provide an understanding of the needs of various market segments in the VET sector. <p>In addition, the Benchmarking and Research business activity will continue to support other Framework business activities and projects to gather data and evaluate results in order to demonstrate return on investment.</p>
Objectives	<ul style="list-style-type: none"> ▪ To provide evidence-based research findings that informs the activities of the Framework, as well as planning for future Framework strategies. ▪ To provide qualitative data and case studies to communicate the success stories of the uptake of e-learning in VET. ▪ To employ strategies for increasing the uptake of e-learning that is based on a solid understanding of the needs of various market segments. ▪ To support organisations in the uptake and implementation of benchmarking as a means of supporting the quality of uptake of e-learning across VET. ▪ To provide dedicated resources for the provision of policy advice to, and on behalf of, the Framework. ▪ To ensure Framework activities and policies are influenced by the latest thinking and technology
Outcomes	<ul style="list-style-type: none"> ▪ Annual reports on the uptake, use and impact of e-learning, including: <ul style="list-style-type: none"> – analysis of quantitative and qualitative data – production of case studies on success stories in e-learning – final report including high-level analysis of the uptake of

	<p>e-learning in VET over 2010.</p> <ul style="list-style-type: none"> ▪ Increased understanding of the uptake and impact of e-learning, informing future directions in e-learning. ▪ Increased use of, and demand for, e-learning approaches. ▪ Framework policies and activities are informed by appropriate, up-to-date research. ▪ The benefits of emerging learning technologies are identified and promoted. ▪ There is VET sector confidence in the range of information and support available for e-learning.
Deliverables in 2010	<ul style="list-style-type: none"> ▪ A national survey process to investigate the uptake and impact of e-learning, including an RTO and student survey. ▪ A range of research projects including major commissioned pieces and smaller investigations which aim to address key COAG priorities, including: <ul style="list-style-type: none"> – e-learning and Australian Quality Training Framework (AQTF) standards (supporting improved quality of training) – engagement of the disengaged (supporting government compacts with youth and retrenched workers) – sustainability of e-learning innovations in industry (supporting industry productivity and workforce development). ▪ Advice to FLAG on regulatory issues and further development and dissemination of supporting resources. ▪ Dissemination of the outcomes of research and benchmarking activities.
<i>Alignment with the 2008–2011 Framework Strategy</i>	
Strategic directions	<ul style="list-style-type: none"> ▪ Invest strategically in business–training provider partnerships. ▪ Invest in empowering learners. ▪ Evaluation of the Framework.
Goals	<ul style="list-style-type: none"> ▪ Increase demand from businesses for e-learning. ▪ Greater choice for learners via non-classroom-based learning. ▪ Increased participation by disadvantaged learners. ▪ Increased demand from individuals for e-learning.
Strategies	<ul style="list-style-type: none"> ▪ Promote benefits and returns on e-learning investment based on real-life examples. ▪ Identify needs, barriers and the kinds of messages and approaches different businesses will respond to. ▪ Identify needs, barriers and the kinds of messages and approaches different individuals will respond to. ▪ Identify where RTOs are using e-learning and experiencing returns, and promote these benefits. ▪ Identify and demonstrate the ways in which e-learning can increase engagement by groups not already engaged in e-learning, including

	Indigenous learners.
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Access to E-learning Knowledge and Know-how	
Description	<p>This business activity will provide relevant information, people and resources to promote the use of e-learning for delivery of responsive, client-driven training, in support of the COAG VET reform agenda. Three specific activity areas aim to ensure RTOs are aware of, and can directly benefit from, the Framework investment in e-learning infrastructure:</p> <ul style="list-style-type: none"> ▪ Improved access to online resources and support tools through a user contributed website. ▪ Online networks and communities of practice supporting online events and connections between VET practitioners and providers. ▪ E-learning advice and expertise supporting RTOs and practitioners in the mainstreaming of e-learning.
Objectives	<ul style="list-style-type: none"> ▪ To provide greater access to valuable past resources, while adding new material and increasing links. ▪ To facilitate mentoring and sharing of e-learning expertise among e-learning practitioners, RTOs, business and industry. ▪ To provide coordination and RTO support in jurisdictions to ensure that Framework products, resources and support networks effectively support state and territory e-learning priorities and related initiatives, including Framework initiatives.
Outcomes	<ul style="list-style-type: none"> ▪ Upgraded flexiblelearning.net.au website providing better access to key resources supporting e-learning and improved tools for knowledge sharing. ▪ Sharing of e-learning knowledge and expertise across the VET sector and its business partners through connections between novices, practitioners and experts. ▪ E-learning developments informed by sound knowledge and practice. ▪ Effective embedding of e-learning according to national, state and territory priorities. ▪ Greater number of RTOs and practitioners using e-learning strategies to make training more flexible and responsive to support skills shortage areas and the needs of industry.
Deliverables in 2010	<ul style="list-style-type: none"> ▪ E-learning hub for VET providers and practitioners, with strategies for a 'corporate presence' for Framework business activities. ▪ VET workforce development through online events, facilitated communities of practice and publication of an e-journal. ▪ Provision of an e-learning advisory and support function in each state and territory allowing for local diversity and flexibility to support the mainstreaming of e-learning by RTOs and take up of Leadership Program outputs.
<i>Alignment with the 2008–2011 Framework Strategy</i>	
Strategic directions	Build on essential e-learning infrastructure.
Goals	<ul style="list-style-type: none"> ▪ VET sector is quick and effective in adapting new ICT to support personalised learning.

	<ul style="list-style-type: none"> ▪ A body of knowledge about e-learning is readily available to the VET sector.
<p>Strategies</p>	<ul style="list-style-type: none"> ▪ Ongoing systemic support for the use of new and emerging technologies, which will develop broad workforce capability in using new technologies. ▪ Develop technical standards and search criteria for an information repository network. ▪ Consolidate the flexiblelearning.net.au website and the related repository of support resources as a key element of the national knowledge network. ▪ Extract learning and insights from past projects. ▪ Encourage connections between novices and expert e-learning practitioners. ▪ Ensure field workers are available to support and connect local initiatives.
<p>Contacts</p>	<p>Sue Lapham WestOne Services P: (08) 9229 5205 E: sue.lapham@trainingwa.wa.gov.au</p> <p>Maria Amesz WestOne Services P: (08) 9229 5211 E: maria.amesz@trainingwa.wa.gov.au</p>

Brand Management	
Description	<p>The Brand Management business activity will provide high-quality and cost effective communication and branding support to ensure the national consistency of the Framework brand.</p> <p>In 2010, Brand Management will develop key messages that promote e-learning as an integral part of the national training system. These messages will align directly with COAG targets and broader training agenda priorities, such as addressing skills shortages, providing training for youth and retrenched workers, and encouraging RPL.</p> <p>Brand Management will work closely with all associated Framework business activities, states and territories to ensure that Framework outputs and outcomes are promoted in a clear, consistent and coordinated way. This approach will maximise awareness and understanding within the VET system of the impact of, and opportunities provided by, e-learning.</p>
Objectives	<ul style="list-style-type: none"> ▪ To manage nationally agreed protocols that support clear, consistent and coordinated brand management of e-learning messages through the Framework's business activities. ▪ To maintain communication awareness of the Framework's investment in e-learning within the VET system, by supporting Framework business activities that promote access to nationally supported, funded and produced e-learning products, resources and support networks. ▪ To illustrate the Framework's national investment in resources, standards and repositories for the benefit of the national training system. ▪ To plan, deliver and manage a nationally agreed Framework brand management strategy.
Outcomes	<ul style="list-style-type: none"> ▪ Consistency of the Framework brand and key messages. ▪ Targeted e-learning information and communication tools for distribution to diverse VET stakeholder groups. ▪ Coordinated promotion of Framework activities, outputs and capabilities. ▪ Implementation of a nationally-agreed Framework brand management strategy.
Deliverables in 2010	<ul style="list-style-type: none"> ▪ Develop and manage agreed branding and communication protocols to support clear, consistent and coordinated brand management of the Framework and its business activities. ▪ Generate targeted awareness of the Framework's investment in e-learning within the VET system. ▪ Consistent and timely public delivery of the VET e-learning brand and Framework key messages. ▪ Provide high-level coordination in the development and use of Framework communication tools. ▪ Negotiate and manage the national sponsorship relationships for the Framework, and provide high-level support and promotion of

	<p>the Framework at selected national events.</p> <ul style="list-style-type: none"> ▪ Provide support in the delivery of Framework business activity outputs and outcomes that require market readiness. ▪ Provide support to Framework state/territory-based staff. ▪ Provide web authoring and communication support to Framework business activity and state and territory staff as required. ▪ Develop and manage a Framework presence in the online social networking environment.
Alignment with the <i>2008–2011 Framework Strategy</i>	
Strategic directions	<ul style="list-style-type: none"> ▪ Build on essential e-learning infrastructure. ▪ Invest strategically in business–training provider partnerships. ▪ Invest in empowering learners. <p>This Framework business activity is a support service offered to internal stakeholders that assists in the achievement of public recognition and use of Framework outputs.</p>
Goal	This is a support service to all Framework business activities and therefore works to support the achievement of all Framework business goals.
Strategies	As a service, this business activity supports all Framework activities and the delivery of their individual strategies.
Contact	<p>Kerry Thorburn DET, Queensland P: (07) 3307 4702 E: kerry.thorburn@deta.qld.gov.au</p>

Innovation Program

Industry Integration of E-learning	
Description	<p>This business activity is resulting in the integration of e-learning in overall industry-led workforce development through multiple year direct funding of industry sectors through industry or professional associations or lead employers</p> <p>In all cases, RTOs are active partners with the industry sectors, ensuring that e-learning meets national standards, utilises e-learning infrastructure, and that wherever possible, e-learning resources are made available through LORN.</p> <p>Industry champions will continue to drive the embedding process with new industry sector employers. As the industry sectors grow, new employers will be sourced from many states/territories of Australia.</p>
Objectives	<ul style="list-style-type: none"> ▪ To initiate planned sustainable integration of e-learning for workforce development in a range of industry sectors. ▪ To directly engage and consult with industry to develop long-term whole-of-industry solutions and changes that are strategically planned and industry led. ▪ To provide second and third year funding up to a maximum of \$200,000 per industry area over several years to implement change that is based on a sound business case for e-learning within the industry sector and a pressing imperative to find an innovative solution. ▪ To implement a diffusion strategy to assist businesses to share knowledge about successful e-learning activities and to develop strong business cases for e-learning.
Outcomes	<ul style="list-style-type: none"> ▪ Increased number of significant partnerships between firms and training providers utilising e-learning to increase workplace performance. ▪ More employers demanding e-learning solutions from training providers. ▪ Increased use of e-learning in workforce development. ▪ Increased investment by businesses in e-learning. ▪ Increased capacity of business to meet priority skill needs. ▪ Increased investment by industry in e-learning for long-term workforce development.
Deliverables in 2009	<ul style="list-style-type: none"> ▪ Research and consultation with industry associations and key employer groups to develop innovative e-learning strategies for their industry sector. ▪ Development of second and third year phases of long-term e-learning business plans for 10 industry sectors. ▪ Reflective paper on the design principles in this business activity and the models of e-learning integration in workforce development. ▪ Diffusion strategy embracing November 2009 to May 2011

	<p>developed and the 2010 components implemented.</p> <ul style="list-style-type: none"> ▪ Integration of the industry-focused website with flexiblelearning.net.au.
<p>Alignment with the <i>2008–2011 Framework Strategy</i></p>	
<p>Strategic direction</p>	<p>Invest strategically in business–training provider partnerships.</p>
<p>Goals</p>	<ul style="list-style-type: none"> ▪ Increase the number of e-learning partnerships between training providers and businesses. ▪ Increase demand from businesses for e-learning. ▪ Whole-of-industry e-learning solutions to critical issues.
<p>Strategies</p>	<ul style="list-style-type: none"> ▪ Invest in industry engagement projects. ▪ Equip training providers and businesses to develop business cases for e-learning. ▪ Promote benefits and returns on e-learning investment, based on real life examples. ▪ Develop exemplars that can demonstrate a potential multiplier effect. ▪ Identify needs, barriers and the kinds of messages and approaches different businesses will respond to. ▪ Encourage ‘industry advocating to industry’ by identifying industry champions. ▪ Develop multi-year consultative projects. ▪ Use industry-based mechanisms (industry associations, roadshows and business media) to communicate the benefits of e-learning and to influence businesses.
<p>Contact</p>	<p>Jenny Dodd Canberra Institute of Technology P: (02) 6207 4955 E: jenny.dodd@cit.act.edu.au</p>

E-learning Innovations	
Description	<p>The E-learning Innovations business activity has been established to integrate and embed e-learning into the national training system by supporting and enabling innovation in training design and delivery.</p> <p>Funding will be provided to RTOs to undertake activities that:</p> <ul style="list-style-type: none"> ▪ invest strategically in business–training provider partnerships that address a genuine business case for e-learning, or ▪ support RTOs to tailor their services to a more diverse range of learner needs through the implementation of innovative e-learning practices. <p>Learners will benefit through an increase in pathways to employment and further education opportunities, including more control over the time, place and mode of learning.</p> <p>Employers will benefit from innovations that are shaped to specific business needs which address skills shortages, apprentice retention, emerging markets and priority industry areas as identified in jurisdictional training plans.</p> <p>The sector will benefit through investments in the local VET market that embed sustainable e-learning practices in workplaces and businesses, and stimulate demand for quality e-learning from individuals.</p> <p>FLAG members will be responsible for delivering the outcomes of these innovations.</p>
Objectives	<ul style="list-style-type: none"> ▪ To integrate and embed e-learning into the national training system by supporting and enabling innovation in training design and delivery through the development of partnerships with business and industry. ▪ To encourage the development of greater opportunities and choices for individuals using the national training system. ▪ To facilitate innovations where resource development and capability building contribute to achieving individual and business outcomes. ▪ To share, build and disseminate the resources, knowledge and expertise developed through projects and build on Framework e-learning infrastructure. ▪ To develop a collaborative network of RTOs to share learning and leadership on both mainstream and innovative e-learning solutions for businesses.
Outcomes	<ul style="list-style-type: none"> ▪ Increased number of significant partnerships between businesses and training providers utilising e-learning to increase workplace performance. ▪ Learners experiencing and benefiting from a greater choice of training providers. ▪ Training providers better meeting identified training needs by e-learning. ▪ More disengaged and disadvantaged learners engaged through e-learning. ▪ Greater emphasis on personalising learning with new technology

	<p>innovations supporting target learner groups.</p> <ul style="list-style-type: none"> ▪ More learners gaining recognition for units of competency and qualifications beyond those based on formal structures. ▪ Evidence of take-up of Leadership Program outputs (eg LORN, Toolboxes, e-standards) by E-learning Innovations projects.
Deliverables in 2009	<ul style="list-style-type: none"> ▪ Funded RTOs supported to embed e-learning solutions that empower individuals and meet business needs. ▪ Project outcomes and knowledge collected nationally shared/disseminated with relevant stakeholders. ▪ Significant resources and outputs contributed to the national e-learning infrastructure. ▪ National coordination facilitates streamlining of processes and creation of synergies between Framework program areas and across states and territories. ▪ Ongoing review and refinement of strategies and processes in line with client and stakeholder needs.
<i>Alignment with the 2008–2011 Framework Strategy</i>	
Strategic directions	<ul style="list-style-type: none"> ▪ Build on essential e-learning infrastructure. ▪ Invest strategically in business–training provider partnerships. ▪ Invest in empowering learners.
Goals	<ul style="list-style-type: none"> ▪ VET sector is quick and effective in adapting new ICT to support personalised learning. ▪ A body of knowledge about e-learning readily available to the VET sector. ▪ Increase the number of e-learning partnerships between training providers and businesses. ▪ Increase demand from businesses for e-learning. ▪ Increased demand from individuals for e-learning. ▪ Greater choice for learners via non-classroom-based learning. ▪ Increased participation by disadvantaged learners. ▪ Increased recognition of learning.
Strategies	<ul style="list-style-type: none"> ▪ Equip training providers and business to develop business cases for e-learning. ▪ Provide targeted, contestable funding to support RTOs to embed e-learning. ▪ Develop mechanisms for advising and supporting RTOs at an administrative and strategic level to implement e-learning solutions, including developing business cases. ▪ Identify and demonstrate the ways in which e-learning can increase engagement by groups not already engaged in learning, including Indigenous learners. ▪ Work with employment agencies and advocacy groups to build

	<p>learner demand.</p> <ul style="list-style-type: none"> ▪ Identify where RTOs are using e-learning and experiencing returns and promote benefits. ▪ Develop mentoring arrangements between RTOs that are involved in e-learning and ones that are not. ▪ Share knowledge already gained about how e-learning can increase engagement. ▪ Provide targeted funding for projects that assist students to gain recognition of learning through e-tools. ▪ Extract learning and insights from past projects. ▪ Promote benefits and returns on e-learning investment based on real-life examples.
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