

AUSTRALIAN *FLEXIBLE LEARNING* FRAMEWORK

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Managed by the Flexible Learning Advisory Group on behalf of all States and Territories in conjunction with ANTA

# Strategy 2002

Australian Flexible Learning Framework for the  
National Vocational Education and Training System,  
2000-2004

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# Strategy 2002 – next steps to the learning society

In 1999, ANTA CEOs endorsed the *Australian Flexible Learning Framework (AFL Framework)* as a way of achieving some of the key objectives of the National Vocational Education and Training Strategy 1998-2003.<sup>1</sup>

Through this *AFL Framework*, Australia's vocational education and training (VET) system is driving improved access to and increased take-up of flexible learning, particularly online learning.

The *AFL Framework* is a unique, world-class initiative designed to create and share knowledge about flexible learning and to support its take-up by training organisations across the public, private and community sectors.

It is unique because it provides a beacon for national leadership in the application of a range of information technologies to VET. In a federal system where responsibilities for policy and service delivery are distributed between nine governments, the *AFL Framework* provides a model of national cooperation to achieve a shared vision.

It is world-class because it is an integrated approach to flexible learning. Through its five linked goals – people, technology, content, policy and regulation - it recognises that the take-up of flexible learning is a complex challenge requiring a holistic approach to change.

The projects sponsored by the *AFL Framework* are vision focused, mission-driven and client-centred. Together, they support VET providers who want to adopt a range of flexible learning approaches to meet the diverse needs of their clients.

Progress in the first two years of the *AFL Framework* has been impressive.

- Quality online content has been developed and applied to make vocational learning programs more flexible.
- Thousands of VET practitioners across Australia have been actively learning and creating knowledge through participation in innovative developmental projects sponsored through the *AFL Framework*.
- A substantial body of new research is being created and applied to policy and practice. In particular,

knowledge about the different needs of different learners is informing the production of content and the application of online learning methodologies.

- Commitment to flexible learning is growing amongst providers.
- National and international communities of interest for e-learning are strengthening and expanding.

The early findings of the *AFL Framework Evaluation*, conducted by KPMG Consulting, suggest that much has been achieved in a short time but there is still much to be done.

National collaboration is not always easy. However, the *AFL Framework* is succeeding in identifying synergies between VET systems nationally and between VET and other sectors involved in managing Australia's transition to an information economy and a knowledge society.

Yet client and stakeholder expectations continue to rise and new challenges are emerging.

The first two years of the *AFL Framework* represent the knowledge-building phase. 2002 and 2003 represent the intensive phase while 2004 will be the consolidation phase to ensure sustainability.

*Strategy 2002* harnesses the existing knowledge base and applies it to the work program for the third year of the *AFL Framework*. It takes flexible learning in vocational education and training to its next level of achievement.

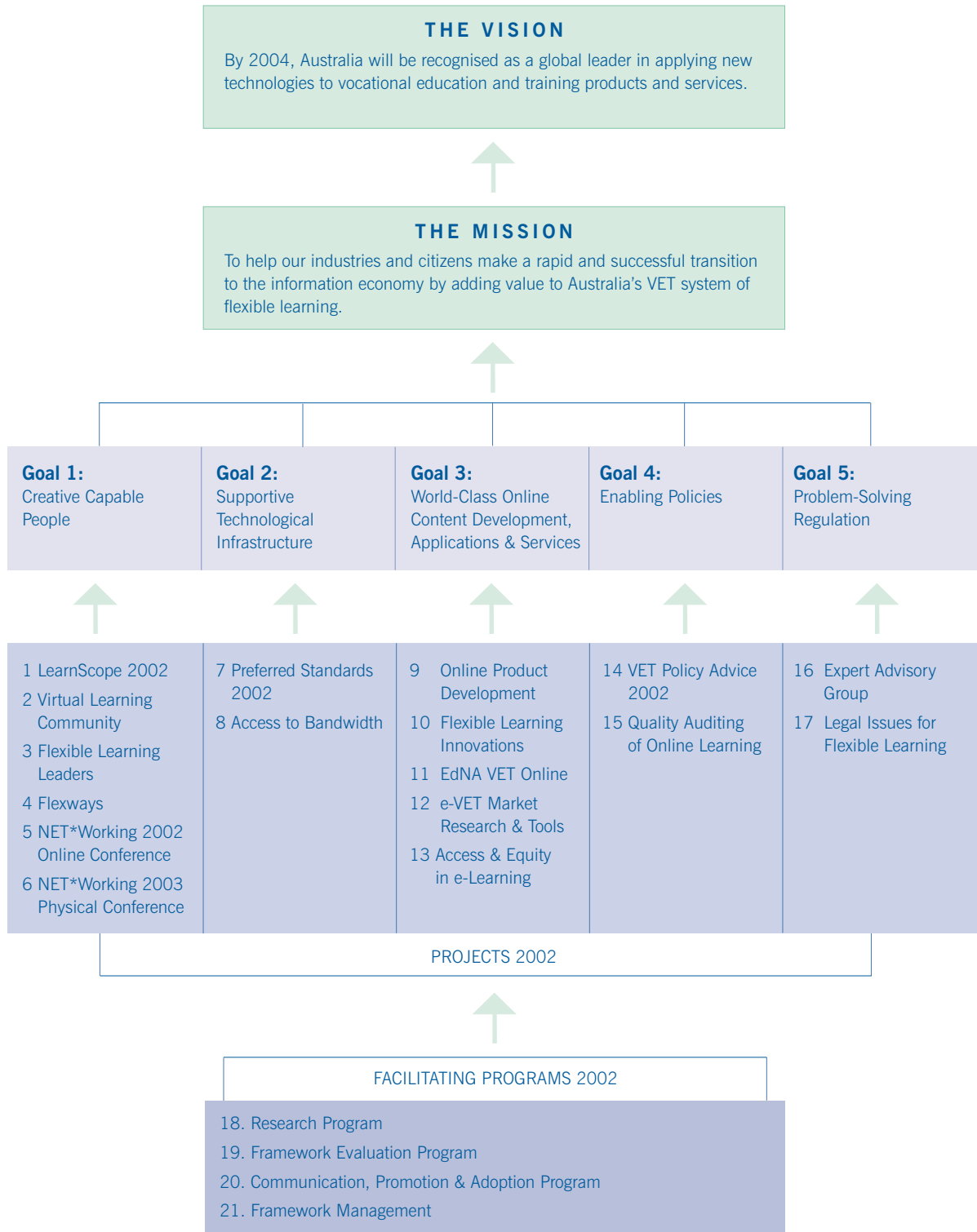
On behalf of the ANTA CEOs, I commend *Strategy 2002* to both the VET community and the Adult and Community Education (ACE) community.

Helping Australia make the transition to an information economy and a knowledge society is an ambitious goal and a complex task. VET and ACE providers and systems who participate actively in *Strategy 2002* are pioneers in an exciting endeavour that will impact on the work and lives of thousands of Australian citizens now and far into the future.

Kim Bannikoff  
Chairperson  
Flexible Learning Advisory Group

<sup>1</sup> Originally the framework was titled the *Framework for National Collaboration in Flexible Learning in Vocational Education and Training 2000-2004*. It was renamed during 2001.

# Overview of Strategy 2002



## Reinforcing the bridge...

Australia's vocational education and training system aspires to be the envy of the world. This aspiration is made tangible in *A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998-2003*.

The *AFL Framework* is an innovative national collaborative strategy to achieve the objectives of *A Bridge to the Future*.

Taken together, *A Bridge to the Future* and the *Australian Flexible Learning Framework* provide a compelling vision of an inclusive Australian workforce that is highly skilled, flexible and keeps Australia internationally competitive and socially cohesive. Together they take on the challenge of fostering a learning society in which the power of new technologies is creatively harnessed for vocational learning and community progress.

### A BRIDGE TO THE FUTURE

*The National Strategy for Vocational Education and Training 1998-2003* has five key goals.

Equipping Australians for the world of work	Enhancing mobility in the labour market	Achieving equitable outcomes in vocational education and training	Increasing investment in training	Maximising the value of public vocational education and training expenditure
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### THE AUSTRALIAN FLEXIBLE LEARNING FRAMEWORK 2000-2004

*The Australian Flexible Learning Framework 2000-2004* supports the goals of *The National Strategy for Vocational Education and Training 1998-2003* by:

- helping registered training organisations provide lifelong learning opportunities by applying new technologies to vocational learning at work, in educational institutions, in communities and at home
- building the capacity of training organisations and their staff to offer clients more choice in when and how they learn and the products they can use to learn
- fostering innovative approaches to a range of technology-enhanced learning, particularly online learning
- blending online learning with other methods of training delivery to create more flexible ways of meeting client needs and expectations
- growing the national knowledge pool about teaching, learning and assessing online
- ensuring a national and international presence for Australian VET in the e-learning environment

## Focusing on client and stakeholder needs...

The *AFL Framework* directly delivers products and services to two primary client groups.

- **Registered training organisations (RTO)** have access to a national pool of quality products and services to support their flexible learning initiatives. Access to flexible teaching and learning products, professional development opportunities, change management strategies and tools and practical guidance on e-learning policy and implementation all help build the capability of training organisations. In turn, this helps RTOs to meet the needs of learners and to be more competitive in their marketplaces.
- **State and Territory VET** agencies are supported through products and services such as preferred standards to enable inter-operability, advice on policy and regulatory impediments to e-learning, research, marketing of flexible learning and initiatives which investigate the implications of e-learning for physical infrastructure.

In addition to serving these primary clients, the *AFL Framework* addresses the needs of a range of stakeholder groups, particularly the ANTA CEOs and industry and enterprises.

- **ANTA CEOs** are major investors in the *AFL Framework* and indirect beneficiaries. They expect value from their national collaborative investment, increased take-up of e-learning and high levels of learner and industry satisfaction with the flexibility of VET provision.
- **Industry and enterprises** Australian VET is an industry-led system. By directly supporting and promoting take-up of flexible approaches to the National Training Framework, especially Training Packages, the *AFL Framework* is responding to industry needs and helping registered training organisations meet the needs of industry and enterprise clients as well as individual learners.

## Creating knowledge...

Many lessons have been learned over the first two years of the *AFL Framework*. Just three of these are highlighted here.

### Online learning in context

The *AFL Framework* identifies flexible learning as a learner-centred and client-focused approach that makes use of delivery methods most useful to clients. It includes but is not confined to online learning.

Over the past two years, the VET community has developed a much sharper understanding of how online learning fits into the wider flexible learning strategy. Online or web-based learning (learning via the Internet, intranets and extranets) is increasingly understood to be a subset of e-learning (technology supported learning).

E-learning is a wide set of applications and processes which use all available electronic media to deliver vocational education and training. It includes computer-based learning, web-based learning, virtual classrooms and digital collaboration and uses.<sup>2</sup>

For this reason, *Strategy 2002* distinguishes between the umbrella term *e-learning* and the more specific term online learning, so as to capture better the general intent of the *AFL Framework* to support a range of electronic media (Internet, intranets, extranets, satellite broadcast, audio/video tape, interactive TV and CD-ROM) to make vocational learning more flexible for clients.

The past two years of the *AFL Framework* have also revealed more about the learning preferences of VET clients, although there is still much to be learned and further market research is needed. Experience to date indicates that for many VET client segments, online learning needs to be mixed and matched with other modes of learning including various forms of technology enabled learning, on-campus teaching and remote delivery in workplaces, homes and communities. This mixing and matching, increasingly known as blended learning, is able to offer to VET clients more flexible forms of access, entry and exit and allows learning to

2 See Urdan, T.A. & Weggen, C. (2000) *Corporate e-learning: Exploring a New frontier*, W. R. Hambrecht & Co for a useful discussion of the distinctions between computer-based learning, online learning, e-learning and distance learning.

be customised to the different needs of different learners in different contexts.

However, the primary emphasis of the *AFL Framework* remains on achieving change through the creative application of information and communications technologies, particularly online technologies, to make vocational learning more flexible.

### Improving instructional design for online learning

Building on Australia's international reputation for quality instructional design in distance education, *AFL Framework*-sponsored content development projects, especially Toolboxes, are yielding an increasingly sophisticated understanding within the VET community of how to design quality online learning products.

Lessons were learned from the Series 1 Toolboxes that pre-dated the *AFL Framework* and these were incorporated in Series 2. In many instances, the products produced in Series 2 are widely recognised as examples of good practice in online learning design.

### Creating multiple pathways to professional competence

The *AFL Framework* places a high priority on developing

the skills of VET staff to design, develop, implement and manage flexible learning, especially online learning. It is clear that a 'one size fits all' approach to building staff skill will not yield successful results. Rather, experimentation over a sustained period of time with multiple approaches and models for professional development is necessary. Content development and take-up needs to be fully integrated with professional development strategies. In addition, professional development for flexible learning needs to be part of a wider flexible learning strategy which, in turn, needs to be carefully linked to the business strategy of registered training organisations and State and Territory VET authorities.



*A Toolbox is a collection of resources, suggested learning strategies and supporting material to facilitate online delivery of vocational education and training. Toolboxes provide a flexible resource base for learning programs based on accredited Training Packages.*

Some design principles	ANTA Toolboxes Series 2 examples
Embed problem-solving within the learning design	Retail Operations Training Package (Minimise Theft - Dealing with suspect behaviour) <a href="http://flexiblelearning.net.au/toolbox">http://flexiblelearning.net.au/toolbox</a>
Separate learning activities from information resources and thus reduce reliance on traditional teaching structures	Community Services Training Package (Alcohol and Other Drugs - Harm minimisation) <a href="http://flexiblelearning.net.au/toolbox">http://flexiblelearning.net.au/toolbox</a>
Integrate collaboration and communication experiences within the learning design	Information Technology Training Package (Systems analysis and design) <a href="http://flexiblelearning.net.au/toolbox">http://flexiblelearning.net.au/toolbox</a>
Offer online learning experiences in realistic settings and provide options for both workplace and simulated learning experiences	Administration Training Package (Managing meetings) <a href="http://flexiblelearning.net.au/toolbox">http://flexiblelearning.net.au/toolbox</a>
Cater for the different learning needs of different client groups and different characteristics of work in different industries	Chemical, Hydrocarbons & Oil Refining Training Package <a href="http://flexiblelearning.net.au/toolbox">http://flexiblelearning.net.au/toolbox</a>

## Achieving results...

The *AFL Framework* has achieved significant results in its first two years.

- LearnScope now has a strong national presence throughout Australia and is enhancing the professional skills of both individual practitioners and their organisations. In 2000, 293 projects were established with more than 2,700 participants across all States/Territories. In 2001, 337 projects were established with more than 3,000 participants across all States/Territories.
- The NET\*Working 97 online conference involved 429 participants. Just 3 years later, the NET\*Working 2000 conference was the largest online learning conference certainly in Australia and perhaps globally, involving over 2,100 participants and the presentation of 78 papers. This growth reflects the growing interest in and capacity for online learning in the VET community.
- The Flexible Learning Leaders program has been a major success story, developing a cohort of e-learning champions and change agents across Australian VET. By mid 2001 it had involved and extended the skills and horizons of 53 Leaders from all States/ Territories. The Leaders have established an ongoing Virtual Network.
- There has been a steady growth in VET programs available online. While the *AFL Framework* cannot claim to have caused this growth exclusively, it has been a substantial contributor to it. 41 Toolbox products have been developed and widely promoted throughout Australia. By sponsoring the development of 41 Toolboxes, the *AFL Framework* has supported the implementation of 24 Training Packages and the development of 566 industry competencies.
- 6 Online Product projects for equity groups have been developed.
- Partnerships with commercial organisations have been fostered through production of Toolboxes.
- In just 18 months flexiblelearning.net.au has evolved from being simply a source of information about the *AFL Framework* to becoming a learning community made up of a broad range of stakeholders from VET across the nation. The vision for the website as the authoritative resource on e-learning and a central publishing platform for outputs from the *AFL Framework* is being realised. In less than 18 months it has become a 'one stop shop' for the publication of project reports, papers and other resources.
- The initial development of preferred standards in 1999 has proved to be a positive first-step in promoting interoperability, and subsequent initiatives have built on this early success. These have been updated and expanded in five technology areas.
- Nine research projects have been commissioned over 2000/01 in agreed priority research areas. Research findings are being used to inform the planning and practice of flexible learning.



*The great majority of Strategy 2000 projects achieved their desired outcomes and real progress has been made in all five Goal areas towards the overall mission and vision of the AFL Framework.*

*– Evaluation of the Australian Flexible Learning Framework, KPMG Consulting, July 2001*



*As a Flexible Learning Leader, my own knowledge and skills were accelerated. This led me to more confidently question current methodologies and choices in online learning and strategic directions, both in my institute and the wider department within my state.*

*– Survey respondent, Evaluation of the Australian Flexible Learning Framework, KPMG Consulting, July 2001*

### Identifying new challenges...

The vision of the *AFL Framework* is profoundly ambitious. Despite substantial achievements, big challenges remain.

- The *AFL Framework*, its vision, the initiatives it supports and the products and services it sponsors are not as widely recognised or understood as they need to be. Far more effort is required to promote the adoption of flexible learning.
- Flexible learning remains at the margins of VET delivery. Sustained strategies are needed to encourage middle and senior managers in particular to appreciate that flexible learning is an integral part of all vocational learning.
- Greater involvement of private and community registered training organisations in *AFL Framework* activities needs to be encouraged.

- Time and workload pressures on VET staff and organisations are substantial and can act as a barrier to the adoption of flexible learning approaches. If these barriers are not addressed, the progressive implementation of the *AFL Framework* will be inhibited.
- There is a real risk of change fatigue amongst those committed to flexible learning. This points to a need to widen the network of flexible learning champions at all levels of the VET system.



*The AFL Framework is a very visionary approach to change in the sector, but it must look more closely at issues of mainstreaming its activity.*

*Survey respondent, Evaluation of the Australian Flexible Learning Framework, KPMG Consulting, July 2001*

### A work in progress...

Huge forces are driving through industry and society to create the information economy and the knowledge society. No single individual, provider, framework, strategy, sector or government can control them fully. In this fast, multi-dimensional, complex and unstable environment where the rules are constantly changing, traditional approaches to planning can no longer be relied on to provide a reliable map to the future. Locking plans and resources in for more than a year risks stifling innovation and missing new opportunities as they arise. The ability to move quickly as circumstances change is now a core capability.

The *Australian Flexible Learning Framework* provides a long-term vision for flexible vocational education and training, and continues to provide a robust direction. Each annual strategy allows adjustments to be made in the light of changing circumstances.

An analysis of the external and internal environments indicates that adjustments in *Strategy 2002* are necessary.

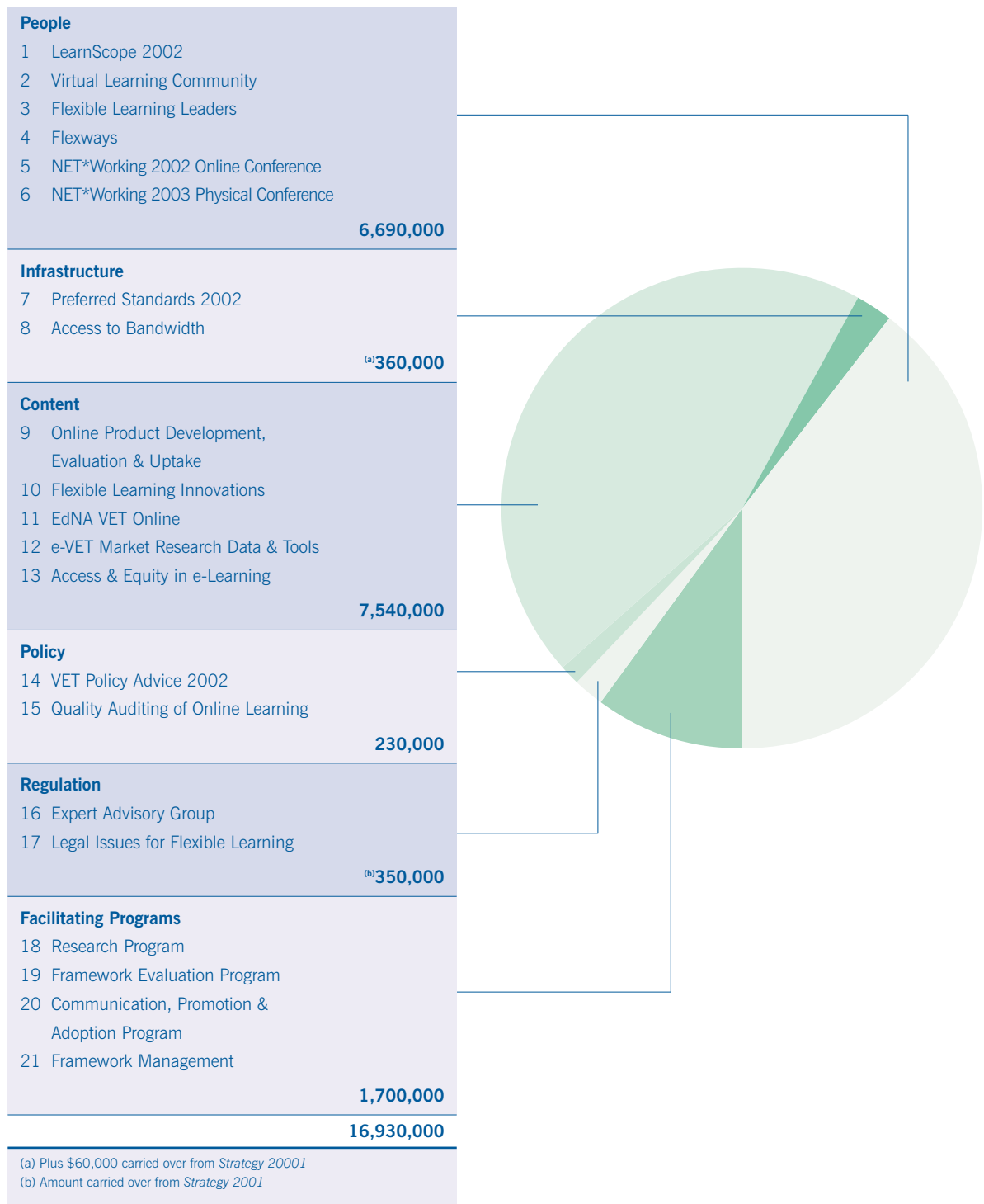


*The AFL Framework is, of its nature, an evolutionary program whose fundamental purpose is a profound and complex change in the Australian system of vocational education and training.*

*Evaluation of the Australian Flexible Learning Framework, KPMG Consulting, July 2001*

- In the area of technological infrastructure there has been a shift from national investment to a mix of national and state investment as regional economies become an increasingly important focus for infrastructure development. *Strategy 2002* acknowledges the growing role of State and Territory Governments in building a supportive infrastructure, and will not be funding major initiatives in this area.
- Links between the National Strategy for Vocational Education and Training and the *Australian Flexible Learning Framework* are made more explicit, with particular attention to the quality of online teaching, learning and assessment and engaging industry.
- Projects will be undertaken to further understanding of the demand for online learning.
- A more explicit strategy for searching out and fostering innovation has been developed.
- More systematic effort will be applied to knowledge management and communication, ensuring learners, enterprises, industries and communities are linked to best-in-class online content, skills, research and policy analysis.
- A more targeted approach will be taken to ensuring that the policy and regulatory environment supports e-learning.

# Snapshot of Strategy 2002



# Strategy 2002 Projects at a glance

## Goal 1: Creative Capable People

To build a critical mass of VET staff who are able to use flexible learning approaches to accelerate Australia's transition to the information economy.

> Strategy 1	Use a range of professional development models to help build a critical mass of VET staff at national, State/Territory and provider level who are skilled in the pedagogical, technical and managerial aspects of flexible learning.
> Strategy 3	Encourage VET institutions and systems to continuously improve the capabilities of their staff to provide flexible learning services and to use technologies to achieve business objectives.
> Strategy 4	Develop international virtual communities of interest amongst VET staff in the field of flexible learning in VET.

### 1. LEARNSCOPE 2002

The project	<p>LearnScope work-based learning projects for VET staff will continue to target teachers and trainers working in the public, private and community sectors. Applications will be explicitly encouraged from middle managers (informed by work of the national project on marketing professional development), student support staff and staff who support teachers and trainers.</p> <p>LearnScope will actively seek greater participation of enterprise based trainers and trainers in private and community training organisations. Projects that support the take-up of Toolboxes will again be particularly encouraged.</p>
Project Manager	Contact: Ms Robby Weatherley, NSW Phone: 02 9886 7769 Email: <a href="mailto:roby.weatherley@det.nsw.edu.au">roby.weatherley@det.nsw.edu.au</a>
Allocation for 2002	\$4.560 million
Project management	Each State/Territory will manage LearnScope within their jurisdiction. A national coordination function will be maintained, to support the States/Territories.

## 2. VIRTUAL LEARNING COMMUNITY

The project	<p>This project aims to extend the achievements of the recently redesigned LearnScope Virtual Learning Community. The primary objective is to encourage the continued development and integration of learning communities across the VET sector for the purpose of professional development for flexible learning.</p> <p>In 2002, the LearnScope Virtual Learning Community will continue to promote the achievements of other <i>AFL Framework</i> communities of practice. It will also create opportunities for these groups to participate, contribute and benefit from their immersion into a broader national group of VET practitioners who are, through this community, actively managing and shaping their professional development in the area of flexible delivery.</p>
Project Manager	Ms Rose Grozdanic, NSW Phone: 02 9886 7769 Email: rose.grozdanic@det.nsw.edu.au
Allocation for 2002	\$240,000
Project management	To be managed through the national coordination arrangements for LearnScope.

## 3. FLEXIBLE LEARNING LEADERS

The project	<p>The Flexible Learning Leaders program will provide professional development opportunities for a nation-wide group of 40 leading VET practitioners in various roles in private, public and community organisations. It aims to develop the knowledge and skills of individuals in flexible learning pedagogy, learning technologies and in the leadership capability needed to support training organisations to adopt flexible learning approaches. Different funding models will be applied to accommodate a range of development opportunities and organisational capacities.</p>
Project Manager	Contact: Ms Jenny Dodd, ACT Phone: 02 6207 4955 Email: jenny.dodd@cit.act.edu.au
Allocation for 2002	\$1.4 million
Project management	National management by State or Territory consortium within nationally agreed framework.

### 4. FLEXWAYS

The project	Flexways is a web based resource to assist VET teachers and trainers to identify their professional development needs in the area of learning technologies and flexible learning; develop a professional development plan to meet those needs; and access nationally developed resources for flexible learning. The first version was developed and piloted in 2001. In 2002, Flexways will be refined and extended. Support workshops for a wider group of users will be offered and the Flexways planning tool will be fully evaluated.
Project Manager	Contact: Mr John Smith, ACT Phone: 02 6207 4819 Email: john.smith@cit.act.edu.au
Allocation for 2002	\$200,000
Project management	National management by State or Territory consortium within nationally agreed framework.

### 5. NET\*WORKING 2002 ONLINE CONFERENCE

The project	Planning for NET*Working 2002, an online conference, commenced in the second half of 2001 and will continue in the first half of 2002.
Project Manager	Contact: Ms Robby Weatherley, NSW Phone: 02 9886 7769 Email: robbi.weatherley@det.nsw.edu.au
Allocation for 2002	\$220,000
Project management	National management by New South Wales within nationally agreed framework.

### 6. NET\*WORKING 2003 PHYSICAL CONFERENCE

The project	NET*Working 2003 will be a three day national conference in Sydney, designed to inform and inspire a critical mass of people within the vocational education and training environment to embrace flexible learning approaches. It will also showcase leading edge developments in e-learning.
Project Manager	Contact: Ms Robby Weatherley, NSW Phone: 02 9886 7769 Email: robbi.weatherley@det.nsw.edu.au
Allocation for 2002	\$70,000
Project management	National management by State or Territory consortium within nationally agreed framework.

## Goal 2: Supportive technological infrastructure

To achieve a national VET system which facilitates affordable access by all communities, learners and employers to online services; is underpinned by advanced information and communications technologies; and achieves connectivity and associated interoperability in the application of technology to delivering training services and, where required, to its business processes.

> Strategy 5	Conduct ongoing review, update and communication of preferred standards and guidelines in VET.
> Strategy 6	Forge strategic partnerships to advocate for: <ul style="list-style-type: none"> <li>• reduced communications costs for VET;</li> <li>• access by all VET providers and learners to adequate levels of bandwidth; and</li> <li>• access to VET online services from workplaces and homes</li> </ul>
> Strategy 7	Facilitate readily affordable access for VET staff and students to the technology infrastructure necessary to increase the quality and quantity of VET services available through flexible learning methodologies.

### 7. PREFERRED STANDARDS 2002

The project	<p>The project will revise and extend the current version of the "Preferred Standards to Support National Cooperation in Applying Technology to Vocational Education and Training". This document originated in 1998 and was significantly further developed as part of Strategy 2000. The document needs continual revisions because of the rapidly changing nature of the technology. The revision and extension will build on the recommendations of an interim 2001 project that monitored technology changes in electronically mediated training.</p> <p>Use of the Preferred Standards will be extensively promoted and the adoption within the Vocational Education and Training sector will be monitored.</p>
Project Manager	<p>Contact: Ms Barbara Angus, QLD  Phone: 07 3259 4332  Email: barbara.angus@det.qld.gov.au</p>
Allocation for 2002	\$220,000
Project management	National management by State or Territory consortium within nationally agreed framework, assisted by a Steering Committee with representatives from the Commonwealth, ANTA, FLAG Secretariat, and all States/ Territories.

### 8. ACCESS TO BANDWIDTH

**The project** This project will support national coordination across all jurisdictions in VET to advocate for access to an advanced information and communication technology infrastructure through high bandwidth technologies such as fibre optics, cable, satellite and other emerging technologies. It will liaise with and build on current national and State/Territory efforts and facilitate development of a national collaborative strategy to secure appropriately priced and distributed access to bandwidth for the VET sector.

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**Project Manager** Contact: Mr Colin MacDonald, WA  
Phone: 0412 576 535  
Email: colin.macdonald@westone.wa.gov.au

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**Allocation for 2002** \$140,000 (plus \$60,000 carried over from 2001)

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**Project management** National management by State or Territory consortium within nationally agreed framework.

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## Goal 3: World-class online content development, applications and services

To assist the Australian VET system to maintain and expand its share of the training market within Australia and internationally.

> Strategy 8	Establish and promote the use of a quality assurance framework, including national protocols for nationally funded projects, for the development and implementation of online VET programs.
> Strategy 9	Sponsor the development a significant body of nationally developed online content which is flexible, interoperable nationally and is informed by and informs developments in other education and training sectors.
> Strategy 10	Ensure efficient access to and distribution of flexible learning products and services within the national VET system.
> Strategy 11	Through an e-VET marketing consortium, create a demand for Australian online training products and services in the global marketplace.
> Strategy 12	Apply a holistic and broad-based approach to develop online support services which complement and support direct training delivery.

### 9. ONLINE PRODUCT DEVELOPMENT, EVALUATION AND UPTAKE

The project	This project will continue the development of high quality online courseware including a further series of Toolboxes and other online products to support training. It will organise marketing and awareness raising activities aimed at increasing the uptake of national online products and support professional development activities to assist VET practitioners to use national online products in flexible ways. An independent evaluation of the usage of Toolbox Series 3 will be commissioned.
Project Manager	Contact: Ms Vivienne Blanksby, VIC Phone: 03 9637 3734 Email: blanksby.vivienne.l@edumail.vic.gov.au
Allocation for 2002	\$6.8 million
Project management	National management by State or Territory consortium within nationally agreed framework.

### 10. FLEXIBLE LEARNING INNOVATIONS

The project	<p>This project aims to foster innovation, engage a wider constituency in flexible learning and provide support for emergent e-learning solutions. It will make a public call for small-scale proposals which lie outside the specific scope of projects supported in <i>Strategy 2002</i> but which are clearly aligned to the <i>AFL Framework</i>. These will focus on research, development and prototyping initiatives judged to be of broad utility to practitioners and/or providers in the VET sector.</p> <p>Links will be established with wider innovations agendas and initiatives.</p>
Project Manager	Contact: Ms Carol Hampton, SA Phone: 08 8207 3573 Email: carolham@tafe.sa.edu.au
Allocation for 2002	\$500,000
Project management	National management by State or Territory consortium within nationally agreed framework

### 11. EdNA VET ONLINE

The project	<p>The EdNA Online site has been developed as a major repository of information for and about Australian education.</p> <p>The EdNA VET Online project aims to maintain the relevance of this site for the VET sector by</p> <ul style="list-style-type: none"><li>• reviewing and updating the structure of the database to meet the needs of users;</li><li>• harvesting relevant resources from significant authorities and agencies;</li><li>• identifying additional sites, developing standards to assist interoperability; and</li><li>• working collaboratively with other <i>AFL Framework</i> projects.</li></ul> <p>The EdNA Online database provides a vehicle for the development of added value services and customised interfaces to serve different segments of the VET sector.</p> <p>In 2002, a specific focus will be placed on the inclusion of learning materials and industry based training products in the EdNA Online database.</p> <p>Requirements of metadata standards quality assurance processes and training strategies will ensure the continuation of a high standard of information access.</p>
Project Manager	Contact: Ms Nancye Stanelis, SA Phone: 08 8207 8014 Email: nancyest@torrens.tafe.sa.edu.au
Allocation for 2002	\$100,000 (for second half of 2002)
Project management	National management by State or Territory consortium within nationally agreed framework

## 12. E-VET MARKET RESEARCH DATA AND TOOLS

The project	<p><i>Strategy 2000</i> and <i>2001</i> involved market research, development and dissemination in relation to national and international markets for online training products and services.</p> <p><i>Strategy 2002</i> supplements previous allocations. The market research, tools and models developed over the previous two years will be made available to VET providers of online products and services to help them identify markets, understand customers' needs and develop effective approaches to marketing and satisfying customer needs and also to help them incorporate research data into business planning processes.</p>
Project Manager	Contact: Mr Marty Cielens, SA Phone: 08 8207 8320 Email: martciel@tafe.sa.edu.au
Allocation for 2002	\$40,000
Project management	National management by State or Territory consortium within nationally agreed framework.

## 13. ACCESS AND EQUITY IN E-LEARNING

The project	<p>The 2002 project (Stage 3) will be the dissemination phase directed towards managers and practitioners. The project will raise consciousness about access and equity issues for flexible delivery primarily by conducting workshops aimed at these groups.</p>
Project Manager	Contact: Ms Rhonda Daniell, ACT Phone: 02 6253 8315 Email: daniellpr@ozemail.com.au
Allocation for 2002	\$100,000
Project management	National management by State or Territory consortium within nationally agreed framework.

### Goal 4: Enabling policies

To ensure that all nationally agreed policies and protocols for VET are designed to facilitate the uptake and usage of flexible learning by the VET industry.

> Strategy 13	Assess the implications of online delivery for key VET policies and advise the ANTA CEOs on them.
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#### 14. VET POLICY ADVICE 2002

The project	This project builds on the outcomes of the 2001 project. It will provide (a) policy briefs on key issues (b) 'Lonely Institute's' guide to flexible learning policies
Project Manager	Contact: Dr Catherine Burrows, NSW Phone: 02 9244 5036 Email: catherine.burrows@det.nsw.edu.au
Allocation for 2002	\$150, 000
Project management	National management by State or Territory consortium within nationally agreed framework.

#### 15. QUALITY AUDITING OF ONLINE LEARNING

The project	To support the implementation of the Australian Quality Training Framework and enhance quality assurance for online learning and teaching, this project will develop guidelines for use in audits of Registered Training Organisations delivering training online and assessing learning online. It will also develop, trial and finalise professional development material to support the guidelines and auditing of online training.
Project Manager	Contact: Mr Marty Cielens, SA Phone: 08 8207 8320 Email: martciel@tafe.sa.edu.au
Allocation for 2002	\$80,000
Project management	National management by State or Territory consortium within nationally agreed framework.

## Goal 5: Problem-solving regulation

In partnership with other education and training sectors, to advocate that the legal and regulatory framework in Australia provides adequate protection for VET learners; removes legal and regulatory barriers to the effective use of information technology in VET and fosters open world trade in Australian VET products and services.

### > Strategy 14

In partnership with other education and training sectors, facilitate knowledge and understanding within the VET industry of relevant legal and regulatory issues so that the VET industry communicates its preferred position to government, the education and training community and all participants in the VET system.

## 16. EXPERT ADVISORY GROUP

The project	An expert advisory group will be established to identify priority legal and regulatory issues affecting VET learning online; prepare responses and/or articulate key implementation issues; and advise ANTA CEOs, through FLAG, of the implications of the evolving legal and regulatory framework, having regard to the activities and priorities of other education and training sectors.
Project Manager	Contact: Ms Jennifer Dunbabin, TAS Phone: 03 6233 7960 Email: jennifer.dunbabin@education.tas.gov.au
Allocation for 2002	\$150,000 (carried over from 2001)
Project management	National management by State or Territory consortium within nationally agreed framework.

## 17. LEGAL ISSUES FOR FLEXIBLE LEARNING

The project	Builds on the work undertaken in Phase One of the Legal & Regulatory Framework project, which examined the legal and regulatory issues that apply to adoption of e-learning. The objectives are to research legal and regulatory issues and key messages identified in Phase One, and plan and implement a national strategy to communicate these issues and their implications for VET providers. A number of tools will be developed for this purpose. Workshops will be held in all States and Territories, a Website will be created and online discussion forum established.
Project Manager	Contact: Ms Jenny Dodd, ACT Phone: 02 6207 4955 Email: jenny.dodd@cit.act.edu.au
Allocation for 2002	\$200,000 (carried over from 2001)
Project management	National management by State or Territory consortium within nationally agreed framework.

### Facilitating Programs

To ensure that research, evaluation, communication and management each support the vision and mission of the *Australian Flexible Learning Framework* and facilitate the development of a critical mass of e-learners in VET.

> Strategy 2	Stimulate and sponsor quality research and dissemination to increase understanding in the VET industry of pedagogical, technical and managerial aspects of flexible learning.
> Strategy 8	Establish and promote the use of a Quality Assurance Framework, including national protocols for nationally funded projects, for the development and implementation of online VET programs.

#### 18. RESEARCH PROGRAM

The program	<p>The research and dissemination program conducted in 2000 and 2001 will be consolidated and extended in 2002 to improve flexible learning practice and policy. The integrated program will be conducted in four parts.</p> <ul style="list-style-type: none"> <li>• Part A: National Research Forum. Leading researchers will be brought together to consolidate current research evidence on online learning and to identify major research gaps that impact on the mission and vision of the <i>Framework</i>.</li> <li>• Part B: Applied Research and Dissemination. New research will be commissioned in identified priority areas including (i) Market research on factors influencing demand for online learning; (ii) Professional development needs of contract and casual staff in the area of flexible learning; and (iii) Human resource policies and practices to support and facilitate online learning.</li> <li>• Part C: Sharing Knowledge. Research findings (national and international) will be widely disseminated to inform policy and practice in VET, and to ensure that <i>Framework</i> projects inform and are informed by research findings.</li> <li>• Part D: Good Practice Case Studies. The 2001 Good Practice in Flexible Learning project is a continuation of the 2000 Best Practice project. It is designed to identify, describe and disseminate good practice case studies through a dedicated web site.</li> </ul>
Project Manager	Contact: Mr Matthew Jackson, ANTA Phone: 07 3246 2339 Email: jacksonm@anta.gov.au
Allocation for 2002	\$550,000
Program management	Managed by ANTA within nationally agreed framework.

## 19. FRAMEWORK EVALUATION PROGRAM

The program	The five-year evaluation program of the <i>Australian Flexible Learning Framework</i> will continue in 2002 when Phase One finishes and Phase Two comes into operation.
Project Manager	Contact: Ms Julie Ahern, FLAG Secretariat Phone: 03 9412 4461 Email: ahern.julie.l@edumail.vic.gov.au
Allocation for 2002	\$150,000 (indicative only)
Program management	Phase One is being managed by FLAG Secretariat and contracted to an independent evaluator. Management arrangements for Phase Two will be reviewed in mid 2002.

## 20. COMMUNICATION, PROMOTION AND ADOPTION PROGRAM

The program	<p>This is a major initiative in 2002 to ensure that the products and services developed through the <i>AFL Framework</i> are widely disseminated and utilised. Specifically, the program will:</p> <ul style="list-style-type: none"><li>• increase national awareness of Australian VET flexible and online learning products and services developed under the <i>Australian Flexible Learning Framework</i>, particularly those resulting from <i>Strategy 2000</i> and <i>2001</i> and to encourage engagement with <i>Strategy 2002</i> projects.</li><li>• enhance the uptake of <i>Strategy 2000</i> and <i>2001</i> products and services by developing and implementing models of adoption that add value and are contextualised to individual States/Territories flexible and online learning activities.</li><li>• maintain and enhance the <a href="http://flexiblelearning.net.au">flexiblelearning.net.au</a> web site as the online communication tool for the <i>Australian Flexible Learning Framework</i>.</li></ul> <p>It will build on the individual marketing activities and products of the <i>AFL Framework</i> projects and ANTA's market research outcomes.</p> <p>The Program consists of two parts:</p> <p>The <b>Promotion and Adoption</b> project will conduct a range of activities designed to encourage uptake of <i>AFL Framework</i> products and services by States and Territories. The <b>Communication</b> project will facilitate <i>AFL Framework</i> project communications, particularly through the <a href="http://flexiblelearning.net.au">flexiblelearning.net.au</a> Website and national conferences.</p>
Project Manager	Contact: Ms Julie Ahern, FLAG Secretariat (Communication project) Phone: 03 9412 4461 Email: ahern.julie.l@edumail.vic.gov.au
Project Manager	Ms Lindy Smith, QLD (Promotion & Adoption project) Phone: 07 3234 1852 Email: lindy.smith@det.qld.gov.au
Allocation for 2002	\$550,000 (including \$300,000 for website)
Program management	Managed on behalf of FLAG by the FLAG Secretariat

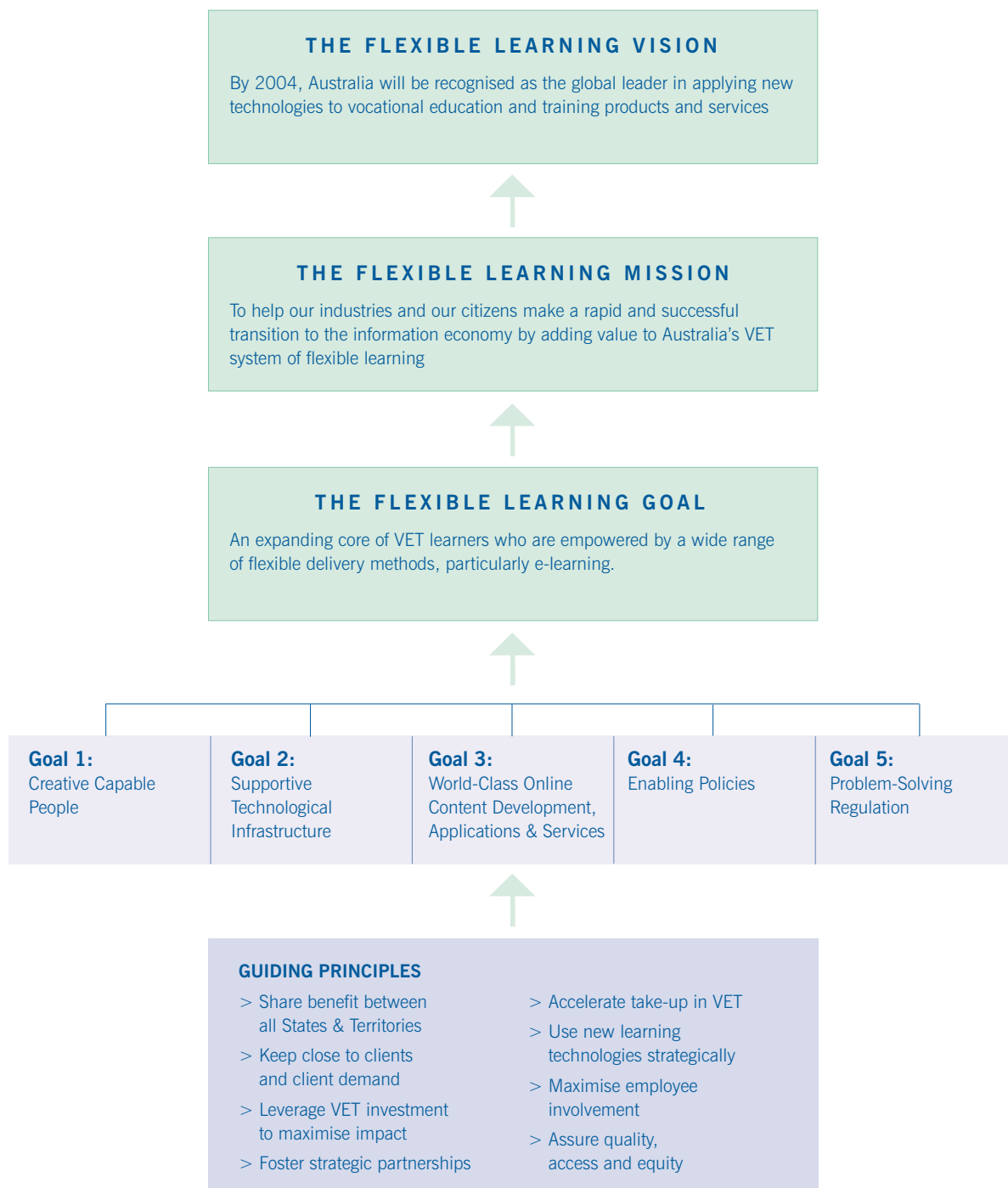
### 21. FRAMEWORK MANAGEMENT

The program	<p>FLAG oversees and guides the management and implementation of the <i>AFL Framework</i> and each annual strategy on behalf of ANTA CEOs. It is accountable to the ANTA CEOs for delivery against agreed outcomes annually and over the five-year life of the <i>AFL Framework</i>.</p> <p>The FLAG Secretariat is responsible to the FLAG for the implementation of FLAG decisions and day-to-day management of the Framework and annual strategies.</p>
Project Manager	<p>Contact: Ms Julie Ahern, FLAG Secretariat Phone: 03 9412 4461 Email: ahern.julie.l@edumail.vic.gov.au</p>
Allocation	<p>\$450,000 for 2002 (and for each of 2003 and 2004)</p>
Program management	<p>The <i>Australian Flexible Learning Framework</i> is managed by FLAG through the FLAG Secretariat based in Victoria.</p>

# Strategy 2002: Budget Summary

<b>PROJECTS</b>				
People	1	LearnScope 2002	4,560,000	
	2	Virtual Learning Community	240,000	
	3	Flexible Learning Leaders	1,400,000	
	4	Flexways	200,000	
	5	NET*Working 2002 Online Conference	220,000	
	6	NET*Working 2003 Physical Conference	70,000	<b>6,690,000</b>
Infrastructure	7	Preferred Standards 2002	220,000	
	8	Access to Bandwidth	(a) 140, 000	<b>360,000</b>
Content	9	Online Product Development, Evaluation & Uptake	6,800,000	
	10	Flexible Learning Innovations	500,000	
	11	EdNA VET Online	100,000	
	12	e-VET Market Research Data & Tools	40,000	
	13	Access & Equity in e-Learning	100,000	<b>7,540,000</b>
Policy	14	VET Policy Advice 2002	150,000	
	15	Quality Auditing of Online Learning	80,000	<b>230,000</b>
Regulation	16	Expert Advisory Group	(b)	(b)
	17	Legal Issues for Flexible Learning	(c)	(c)
<b>FACILITATING PROGRAMS</b>				
	18	Research Program	550,000	
	19	Framework Evaluation Program	(d) 150,000	
	20	Communication, Promotion & Adoption Program	550,000	
	21	Framework Management	450,000	<b>1,700,000</b>
			<b>Sub Total</b>	<b>16,520,000</b>
			Plus carry-over from Strategy 2001	<b>410,000</b>
			<b>TOTAL 2002</b>	<b>16,930,000</b>
<b>Notes</b>				
(a) Plus \$60,000 carried over from <i>Strategy 2001</i> .				
(b) \$150,000 in 2002, carried over from <i>Strategy 2001</i> .				
(c) \$200,00 in 2002, carried over from <i>Strategy 2001</i> .				
(d) Indicative amount. Exact cost to be determined through tender for Phase 2.				

# The Australian Flexible Learning Framework 2000-2004



# Flexible Learning Advisory Group Members in 2002

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