

Overview of States/Territories Flexible Learning Strategies

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Web address: flexiblelearning.net.au

The *Australian Flexible Learning Framework for the National Vocational Education and Training System 2000-2004*, is available at the above URL.

The companion document, *Implementation Plan 2003* can be viewed and downloaded at: flexiblelearning.net.au/aboutus/keydocuments.htm

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



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Introduction

Background

This paper has been developed as a result of a series of presentations by Flexible Learning Advisory Group (FLAG) representatives at a FLAG meeting on 16 and 17 July 2003 and analysis of relevant State/Territory policy documents.¹

It provides an overview of Australia's States and Territories flexible learning strategies and, where there is no formal specific strategy, progress toward implementing flexible learning initiatives. This overview identifies both significant differences but also commonalities across Australia.

The different approaches to flexible learning and different stages of its development arise from the social, political, economic and historical contexts in each State/Territory.

The table below indicates that States/Territories have approached the development of a flexible learning strategy in different ways. Overall, the primary emphasis has been on strategies for TAFE rather than the wider VET sector or the ACE sector.

	Flexible learning strategy for VET?	Flexible learning strategy for TAFE (public provider)	Flexible learning strategy for ACE sector?
ACT	No*	Yes	No
NSW	No*	Yes	Yes
NT	Under development	No; within VET strategy	No; within VET strategy
Qld	No*	Yes	No
SA	Under development	No; within VET strategy	No; within VET strategy
Tas	No*	Under development	No
Vic	Yes	No	Yes; within VET strategy
WA	No*	Yes	No

* In all States/Territories, reference is made to flexible learning in the State/Territory VET strategy and policy documents.

Queensland, Victoria and Western Australia all have fully developed flexible learning strategies. In South Australia, where there has been a strong strategic focus in the past, an extensive research and consultation process is informing a renewed strategic planning effort, but a plan is yet to be formalised. New South Wales has a TAFE NSW Online strategy that aims to meet community and industry expectations for increased flexibility in TAFE service delivery, and enhanced teaching and learning activities enabled by today's information and communication rich ICT environment. There is also a NSW ACE strategy that aims to develop the skills and knowledge which underpin the implementation of e-business and e-learning in ACE.

The Tasmanian flexible learning policy will form part of the post-compulsory education and training strategy that is being developed this year, while the Northern Territory is in the process of gathering information to support a flexible learning policy. There is no overall flexible learning plan for the ACT vocational education and training sector. However, Canberra Institute of Technology (CIT), as the largest provider of VET training in the ACT, has an annual innovative learning plan tied to its strategic plan.

There are clear differences between jurisdictions based on differing demographics and geography. With Indigenous people forming 37% of its population, NT is keen to use interactive distance learning to reach them, especially in the bush. A highly dispersed population drives Tasmania to

¹ Since its establishment in 1996, the Flexible Learning Advisory Group (FLAG) has been the lead body to facilitate national collaboration for flexible and e-learning in the VET sector. As well as the provision of policy advice to ANTA CEOs and cross-sectorally through the Australian Information and Communication Technologies in Education Committee (AICTEC), FLAG oversees the implementation of *The Australian Flexible Learning Framework for the National Vocational Education and Training System 2000-2004* (Framework) and is accountable to the ANTA CEOs for delivery against agreed outcomes.

place particular emphasis on reaching those who live outside Hobart and Launceston. In contrast, the compact nature of ACT combined with a well educated population and a high level of computer and Internet usage has enabled it to move to e-learning faster than has been possible in other jurisdictions.

There are clear differences in the technological infrastructure available to support flexible learning. ACT is well-networked and is using high speed fibre optic cable and AARNET for Internet access while NT is planning to use a 2-way satellite solution to reach remote communities and its current emphasis is on establishing this infrastructure, preferably in partnership with communities. WA plans to investigate the use of satellite technology for remote enrolments. Whole-of-government approaches affect VET-specific infrastructure strategies. Queensland is exploring opportunities for integration of the Government Online Delivery (GOLD) with whole of government e-service delivery while increased bandwidth in rural Western Australia is being pursued jointly by the Department of Education and Training, the Department of Health, the Department of Industry and Technology and the university sector. Where VET is incorporated in a wider education and training Department, opportunities to establish common platforms to support resource sharing and learning pathways are being explored. In NSW for example, common software to increase the functionality and ease of maintenance of all websites is being used in both TAFE and schools.

Performance Measurement Frameworks

There is no common monitoring and evaluation framework for flexible learning across Australia. States/Territories are using different data sources and different indicators to measure progress. Data sources include:

- Reported achievements against stated goals.
- Surveys of VET staff.
- Surveys of students (eg Student Satisfaction Survey).
- The VET student data system (AVETMISS).
- Web traffic statistics.
- Market research.

Performance indicators being used across Australia to measure progress in flexible learning include:

- Utilisation of flexible learning resources (online, television/video, print) by VET staff and VET clients (irrespective of mode of delivery).
- Number of clients accessing information services.
- Number of clients accessing technology-enabled customer and support services.
- Percentage of clients who have their courses mainly delivered through flexible delivery (ie any delivery mode other than classroom-based instruction).
- The level of satisfaction amongst VET staff with available learning resources.
- Client satisfaction with course delivery methods.
- Number of TAFE Colleges making technology-enabled customer services available to clients.
- The extent and quality of access by VET staff and learners to computers with Internet access.
- The extent to which rural and remote clients can access appropriate ICT infrastructure at equitable cost to facilitate participation in flexible learning options.
- Proportion of capital investment targeted to technological infrastructure.
- Percentage of VET staff that have participated in professional development activities focused on implementing flexible learning practices in VET.
- The level of satisfaction amongst VET staff with professional development activities.
- The extent to which those who have participated in professional development activities are actively implementing flexible learning in the TAFE College environment.
- The extent to which VET managers and practitioners believe that the policy environment in which they operate supports the uptake and usage of flexible learning.
- Percentage of total SCH generated by online learners.
- Percentage of courses employing some form of e-learning.
- Retention rates.
- Online learning module completion rate.

- Learning resource materials developed.

Key Commonalities

Despite significant differences across jurisdictions, the overview also identifies key commonalities which include the following:

- The goals and objectives of the Australian Flexible Learning Framework are embedded in all State/Territory strategies in some form, with particular emphasis on professional development, technological infrastructure, policy settings and learningware/content development.
- All are trying to leverage State/Territory strategies off the Australian Flexible Learning Framework.
- All States/Territories have adopted a wide interpretation of flexible learning, which includes but is not confined to ICT-enabled learning.
- There is a shared interest in using common standards to ensure interoperability between diverse learning technologies.
- There is a shared view that adopting e-learning strategies will generate efficiencies in resource development and acquisition.
- Use of flexible learning has helped sharpen a focus on the quality of teaching and learning in VET.
- Linking e-learning to various e-business/ e-government initiatives. All State/Territory strategies go beyond e-learning courses to encompass a wide range of VET products and services. This suggests the growing convergence of e-learning and e-business.
- There is considerable pressure in most jurisdictions to establish/maintain a high quality technological infrastructure.
- There is a growing emphasis on provision in rural and regional areas.

Emerging Themes

Key themes to emerge from this brief cross-Australia overview include: System change, industry involvement, client-centred approaches and social inclusion.

System change

All States/Territories conceptualise flexible learning as system change, although not always explicitly. Western Australia has identified effective change management as a specific goal for its state-wide strategy. This state also specifies that economies of scale and collaboration are necessary to implement a world class system. At this stage, WA is the only state which approaches change management with a business process reengineering methodology.

TAFE NSW, Queensland and Victoria base their flexible learning strategies on achieving outcomes by incorporating change management, rather than identifying a specific change management process. Northern Territory has identified a great need for 'system change' while CIT in the ACT has identified issues with how they implement the change process.

Industry Involvement

Evidence from the "*E-learning emerging issues and key trends*" paper commissioned by FLAG has highlighted the growing demand by industry for online delivery, yet each State and Territory varies in its inclusion of this group into its baseline planning.

NSW has noted that in a larger state, rapid change in industry leads to volume of required training that cannot be met by traditional methods. In South Australia a key objective is to prepare skilled workers for employment and careers that not only assist goals of social inclusion but also enable business and industry to grow and prosper. At the other end of the spectrum the 'e-strategy for TAFE Queensland Institutes 2003 – 2005' only once mentions industry satisfaction, although it is recognised as a key performance indicator under the goal Creative Capable People.

However, some strategies indicate that States/territories are seeking to collaborate with private suppliers of e-learning materials.

Client centred approach

All strategies emphasise the importance of a client-centred approach to flexible learning, but almost universally the client is seen as the learner. For Victoria the essence of flexible learning is to provide learners and employers with choices. Its strategy acknowledges that achieving higher levels of client choice requires a new, more collaborative approach. NSW continues on a similar vein: one of the six principles and strategies for TAFE NSW is: "A variety of pathways between education, work and TAFE are facilitated to improve access and participation of all learners".

In order to be responsive to the needs of learners, TAFE Queensland institutes are expanding learning opportunities on and off campus using multiple technologies. These initiatives broaden the flexible learning options available to clients and enable institutes to better serve their clients by progressing towards a one-stop e-business.

Individual States and Territories with fully developed strategies clearly articulate the requirement of focussing on client needs. All strategies emphasis the importance of consistency across a national VET system so learners can choose how, when and where they decide to learn.

Social inclusion

All States and Territories agree on the need to increase the range of and access to learning opportunities for all Australians.

The Western Australian Flexible Learning Framework clearly states: "Flexible learning aims to improve access to learning opportunities: flexible learning provides an opportunity to improve access to learning opportunities for a range of groups in the community including those in rural and remote areas, people with disabilities, detainees within correctional systems, members of the community who are too busy to attend face-to-face classes because of work and family commitments, and those who simply choose flexible learning options."

Yet when considering States/Territories such as the Northern Territory and Tasmania, with dispersed populations, high levels of indigenous and youth unemployment and difficulty with affordable access to bandwidth, it is clear that there is still much to be done across many levels.

Benefits of a national approach to flexible learning

At the 16/17 July meeting, FLAG members emphasised significant benefits for their jurisdictions from a national approach for flexible learning for the VET sector. Some of the key benefits noted by members include:

- Efficiencies and reduced duplication through the development of nationally accessible professional development programs, resources, standards, prototypes and research.
- The ability to leverage State/Territory effort off national effort, particularly for smaller States/Territories/ACE, has allowed faster systems development and helped create a critical mass of practitioners able to implement flexible delivery, than would be possible if each State/Territory were proceeding individually.
- The existence of a national flexible learning framework has helped counter tendencies to insularity, especially in larger States/Territories which have a sufficient resource base to "go it alone".
- National collaboration has helped drive up the quality of e-learning products and services across Australia.
- Because of a national Framework, no jurisdiction is falling too far behind others, and ACE has access to a wider knowledge pool on which it can draw.
- The national Framework has helped build cross-sectoral pathways.
- A sound State/Territory infrastructure is a pre-condition for benefiting from the national Framework.

Adult and Community Education

Focus	Due to jurisdictional variations in ACE priorities should be incorporated into individual State / Territory flexible learning strategies.				
Principles					
Vision					
Goals					
Funding					
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues
<p>Priorities for ACE could include:</p> <ul style="list-style-type: none"> • Awareness raising. • Professional development. • Access to bandwidth. • Access to hardware. • Access to the state education and training department online Learning Management System (LMS). • Leadership. • Partnerships with TAFE. 					

Australian Capital Territory

Focus	There is no overall flexible learning plan for the ACT vocational education and training sector. Canberra Institute of Technology, as the largest provider of VET training in the ACT, has an annual innovative learning plan tied to its strategic plan. This summary highlights activities being undertaken in CIT and the private RTOs.				
Principles					
Vision					
Goals					
Funding	In 2004, CIT has allocated in excess of \$940,000 to development and support of flexible learning options. This does not include any monies gained from national funding programs.				
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues
<p>To increase the number of VET staff who are able to effectively implement flexible learning, e-learning and blended learning.</p> <p>To ensure that all TAFE students experience online learning during their studies.</p> <p>To enhance student skills in self-directed learning and confidence in using technology.</p>	Numbers of staff implementing flexible learning, e-learning and blended learning.	For flexible learning programs: all VET students.	<p>The ACT priorities particularly link to the following goals in the Australian Flexible Learning Framework:</p> <ul style="list-style-type: none"> • Creative, capable people. • World-class online content development; applications and services. <p>The second is achieved through staff undertaking small scale development projects and utilising existing resources. There is no major e-learning development centre within public VET.</p>	Given the small size, strong links exists between the 4 Universities, schools and CIT. Staff from the other organizations are invited to events hosted by the other organization. The Canberra Web CT Users Group, with membership from all the educational institutions, meets regularly and hosts an annual showcase day which attracts between 100 and 200 people.	<p>CIT's campuses are mostly connected by high speed fibre optic cable and use AARNET for Internet access (very recent changeover). There is high level of access by staff and students to computers on the campuses.</p> <p>There is a high level of computer and Internet usage in the Canberra community and Transact is a company that is rolling out a high speed communication network across the Canberra region.</p>

New South Wales TAFE NSW Online Project – 1999-2004

Focus	The principal issue being addressed is change management, to meet community and industry expectations for increased flexibility in VET service delivery, and enhanced teaching and learning activities enabled by today's information and communication rich ICT environment.					
Principles	The TAFE NSW Online Project is a holistic, multifaceted project to develop and integrate e-learning, e-business and student e-services into normal ongoing TAFE NSW business processes.					
Vision	To create an information and communication rich environment where the teacher guides and supports the student in their learning wherever that student may be...in the home, workplace or learning institution.					
Goals	The transactions that take place between a teacher and student, the student and the content or students with each other are manifold, complex and non-routine. We are challenged to deal with this dynamic setting along with the corporate imperative to assure long-term sustainability in a global market place.					
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues	Funding
Reengineered Internet and Intranet web presence linking all corporate, Institute and online websites.	Provide enhanced intuitive navigation and extensive new interactive services. Continuing rollout of content management software (TeamSite) to TAFE Institutes.	Existing and prospective new TAFE NSW clients, students and teachers.	Development compatible with the objectives of ANTA Flexible Delivery Framework 2000-2004.	Schools and ACE also benefitted from introduction of TeamSite software, new databases, search engine, content management, etc.	Corporate systems and IT skills extended and enhanced significantly.	TAFE NSW Online Project funding & DET IT Division operational support.

<p>Create effective Metadata policy, tagging protocols, search and access procedures; establish ongoing Metadata tagging services and training materials.</p>	<p>Establishment of accessible databases for learningware and reusable learning objects to IMS/IEEE standards. Completed policy documents, training materials, and established skilled metadata practitioners in all TAFE NSW Institutes.</p>	<p>All web-based developers of educational materials; all library staff of DET handling materials associated with data archives of intellectual property.</p>	<p>Developed in parallel and in collaboration with EdNA and ANTA policy formulators.</p>	<p>Metadata policies and standards will also support corporate (DET) framework for proposed Intellectual Property Register.</p>	<p>Enhanced data-basing of corporate Internet and Intranet publishing; new enhanced database search facility acquired.</p>	<p>TAFE NSW Online Project.</p>
<p>Wide Area Network Upgrades, Local Area Network upgrades and Server upgrades to facilitate online learning.</p>	<p>All Institutes provided with additional servers, switches and other IT hardware items.</p>	<p>Distance-disadvantaged students and students unable to attend TAFE Campuses or access the course of their choice locally.</p>	<p>Directly addresses ANTA National goals for enriched web-based learning, and greater accessibility and flexibility in VET sector.</p>	<p>Improved WAN & LAN facilities also support growth in student email and Internet access; new architecture of DET web also facilitated enhanced schools web access in some areas.</p>	<p>Project became catalyst for the employment of an extended range of cost-effective ICT hardware and broadband supplier solutions.</p>	<p>TAFE NSW Online Project & DET's IT division & Additional State Government tied grants.</p>
<p>Design, development and rollout of a significant body of teacher-supported online modules and courses, made available for use on or through all TAFE NSW campuses in blended learning or all-online formats, on request.</p>	<p>Development of TAFE NSW Online learningware: 400 modules completed and 250 in development.</p>	<p>Distance-disadvantaged students and students unable to attend TAFE Campuses or access the course of their choice locally.</p>	<p>Complements ANTA Toolbox production and, as a parallel initiative, directly addresses ANTA National goals for enriched web-based learning, and greater accessibility and flexibility in VET sector.</p>	<p>Increasing numbers of TAFE Online modules also support 'target groups' equity programs, apprenticeships and VET in Schools.</p>	<p>A preferred learningware platform has been selected to be fully integrated across schools and TAFE NSW corporate ID, class management and student information systems.</p>	<p>TAFE NSW Online Project.</p>

Online learningware materials maintenance, upgrades and enhancements.	Upgrade/enhancement program commenced to convert TAFE Online learningware from modules to Units of Competence and implement international Reusable Learning Object Instructional Design standards.	Distance-disadvantaged students and students unable to attend TAFE Campuses or access the course of their choice locally.	Supports ANTA-endorsed policies for adoption of appropriate technical interoperability and accessibility standards.	Increasing harvest of Reusable Learning Objects for more widespread TAFE Class-room and Schools e-learning enrichment programs.	Has required significant development work to establish suitable XML encoded templates, repositories, search, discovery, preview and tracking facilities. Further work still in progress.	TAFE NSW Online Project.
Provide enriched learning materials for use in blended learning solutions.	17,000 students already engaged with online learning materials across 85% of NSW TAFE campuses.	On-campus students.	Directly addresses ANTA National goals for enriched web-based learning, and greater flexibility in VET sector.	Materials made available to other states via AEShareNet.	Some impact on planning for student access to PC's at Institute level.	TAFE NSW Online Project.
Strategic staff training framework supporting skill development for learningware project teams and online teachers.	A range of online and face-to-face PD programs were developed and passed to Institutes for ongoing implementation. 600 (+) teachers trained in online facilitation techniques.	TAFE teachers wishing to employ web-based enriched learning materials in their classrooms, in blended delivery and in distance delivery.	Addresses ANTA National goals for enriched web-based learning, and greater flexibility in VET sector.	Courses developed under this initiative also lend themselves to e-learning facilitation training for schools sector.	Nil	TAFE NSW Online Project.
Internal and External promotion of TAFE NSW Online	Rapid adoption of TAFE NSW Online materials by TAFE NSW teachers and	TAFE NSW students and staff wishing to web-	Promotional strategies compatible with	Promotional activities, conferences,	Nil	TAFE NSW Online Project.

learningware & student e-services.	students.	enhance their teaching activities.	the objectives of ANTA Flexible Delivery Framework 2000-2004.	brochures, press, etc raise awareness of e-learning solutions for other sectors.		
Ongoing integration of equity principles, policies and legislative requirements.	Established learningware developers' accessibility advisory site relating to materials for people with a disability. Established learningware developers' advisory site relating to principles of multicultural inclusiveness.	Educational Multimedia and Web-developers of learning materials both within and beyond TAFE NSW.	Supports and complements ANTA Access & Equity initiatives.	Both sites available via the Internet and promoted nationally to support I web-developers of educational materials across all sectors.	Ongoing hosting and maintenance responsibility.	TAFE NSW Online Project & DET Multicultural and Disabilities Equity Units.
Provide e-commerce transactions & enhanced student e-services.	Established online enrolment options for specified learners; students can amend personal details online, access results online, pay fines online, request testamurs online.	Current and potential TAFE NSW students.	Promotes increased web-accessibility by students for educational services.	Online results also available to NSW schools.	Institute IT infrastructure and activities also extended to encompass online enrolment, and new student e-services.	TAFE NSW Online Project.

NSW - Adult and Community Education

State/Territory	NSW Adult and Community Education					
Focus	The ACE e-learning strategy aims to develop the skills and knowledge which underpin the implementation of e-business and e-learning in ACE. It will focus on both management and pedagogical needs and will enable ACE providers to deliver a wide range of quality blended learning options customised for their communities.					
Principles	<p>ACE NSW organisations will:</p> <ol style="list-style-type: none"> 1. Collaborate to achieve the vision below, particularly in sharing information with other ACE organisations about joint ventures and partnerships with third parties. 2. Collaborate to attract funding. 3. Encourage entrepreneurial approaches in developing e-learning services. 4. Leverage off the state-wide aggregated customer base in attracting potential sponsors and partners. 5. Undertake market research to underpin the use of e-learning and to identify those e-business services in most demand. 6. Use e-learning within a blended learning framework to cater for different learning styles, different market segments and different target markets. 					
Vision	NSW Adult and Community Education exists within an dynamic, technological world. Business and community expectations are that business processes, education and learning will increasingly occur within the context of emerging technologies. To remain efficient and relevant, Adult and Community Education (ACE) organisations will embrace and adapt to new technologies.					
Goals	To enable ACE providers to deliver a wide range of e-learning options customised for their communities. These options will be based on market research, ongoing staff development, quality controls and through the use of innovative partnerships, licence agreements and joint ventures with suppliers of e-learning technology and content.					
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues	Funding
1. Leverage off the aggregated state-wide customer base to attract joint ventures and to bargain for	<ul style="list-style-type: none"> • The number of ACE providers providing e-learning courses. 	Adult and community learners	2003 VET Strategy – Enhance the capability of vocational education and training		<ul style="list-style-type: none"> • Access to bandwidth • Access to up to date 	<ul style="list-style-type: none"> • Learnscope funding for professional development activities in ACE sector.

<p>lower prices from suppliers</p> <p>2. Promote the entrepreneurial models used by ACE 'change champions in the e-learning arena, including their use of commercial partnerships to extend e-learning opportunities.</p> <p>3. Develop or access and provide professional development opportunities for ACE staff in a range of aspects of e-learning, such as marketing e-learning, online assessment, learner support and e-learning content development.</p> <p>4. Establish a sector-wide mechanism for monitoring and applying quality standards to ACE e-learning courses and monitoring intellectual property issues.</p> <p>5. Establish 'Centres of Excellence' in ACE for building the capability of ACE staff in e-learning, in areas such as content</p>	<ul style="list-style-type: none"> • The number of e-learning courses undertaken by ACE students. • The number of market research studies undertaken by ACE providers. • The number of commercial relationships for e-learning established by the sector. • Case studies of effective implementation of e-learning. • The number of ACE personnel undertaking professional development for e-learning. • The numbers of Centres of Excellence for e-learning established. 		<p>professionals to provide quality learning experiences for clients and to facilitate innovative partnerships between training organisations enterprises and communities.</p> <p>Planned outcomes: Professional development will include a stronger focus on teaching and learning methodologies, including the application of technology.</p> <ul style="list-style-type: none"> • Support and promote innovative models and approaches to blended learning in the ACE sector. • Expanding ICT training options and pathways through partnerships between ACE providers and Community Technology Centres. 		<p>technology.</p>	<ul style="list-style-type: none"> • NSW Board of Adult and Community Education
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<p>development and e-learner support.</p> <p>6. Encourage ACE providers to develop their own e-learning content particularly where it is cost-effective and enables the capturing of unique ACE content.</p> <p>7. Promote the target markets for e-learning profiled in Mitchell, J. (2001), <i>The changing Australian market for VET online</i>, FLAG, Melbourne, http://www.flexiblelearning.net.au/national/news.htm</p> <p>8. Advocate the development of providers' capabilities in marketing e-learning, through the use of such free resources as Mitchell, J.G. (2001), <i>Marketing Tools and Models for VET online</i>, FLAG, http://www.flexiblelearning.net.au/national/news.htm</p> <p>9. ACE can use its sector-wide strength to lobby Governments about State-wide</p>						
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<p>issues such as making increased bandwidth available in rural and regional areas.</p> <p>10. The ACE Directorate can provide support services for providers initially developing e-learning services.</p> <p>11. The ACE Directorate can monitor and report to providers on long-term developments and emerging technologies that might impact on e-learning delivery.</p>						
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Northern Territory

Focus	To introduce VET e-Learning services across the Northern Territory.				
Principles	Equity to access the VET learning environment				
Vision	<p>The VET e-Learning model will bring an interactive teaching method across the Northern Territory using a 2-way Satellite solution. 2-way satellite e-Learning offers an Interactive Distance Learning solution that ensures:</p> <ul style="list-style-type: none"> • Instructors can communicate efficiently and cost-effectively with students anywhere. • Students can communicate with the instructor by asking or answering questions while classmates listen. • The solution enables students to view the same presentation simultaneously regardless of their location. • Interactivity facilitates participation and has been shown to provide greater information retention. • System reporting tools provide auditing and accreditation services, while application sharing provides real-time software & system training. • Information can be delivered to single or multiple PCs or via other adaptable methods. • The VET organisation has the flexibility to record the sessions for future use as required. • Can be delivered cost effectively to remote indigenous communities. 				
Goals	<ul style="list-style-type: none"> • Extended e-learning services to remote communities across the Northern Territory. • A remote community training system that can be utilised throughout the entire year by community residents interested in undertaking VET. • A reduction in travelling time and costs for instructors conducting the training. • A reliable method over which e-learning services and processes can be communicated effectively. • Accessibility to e-learning throughout the entire year. 				
Funding	Submission for access to pilot funds under FLAG 04 budget.				
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues
1. Identify an appropriate e-Learning solution and create a VET e-Learning Pilot.	<p>Participation in e-learning delivery of vocational education.</p> <p>Completion rates in e-learning VET courses delivered.</p> <p>Indigenous</p>	Indigenous remote communities.	Draft ANTA National VET Strategy Objective 4.	Guides to Universal Design of e-Learning for Managers and Practitioners (Access and equity in Online Learning).	Establishment of the e-learning network using a two way satellite solution.

2. Assess the success of the pilot, adapt where necessary and obtain further funding to extend the pilot into a program.	instructors for the VET industry.				
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Queensland

Focus	Innovation and Collaboration					
Principles	Innovation, Leadership, Collaboration, Client driven, Accessible, Sustainable, Flexibility					
Vision	TAFE Queensland Institutes are committed to delivering world class e-learning solutions and services responsive to the needs of clients by using appropriate interactive technologies.					
Goals	<ol style="list-style-type: none"> 1. Creative Capable People 2. Reliable, Accessible Technology 3. Co-ordinated Collaborative Leadership 4. Innovative Learning Solutions 					
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues	Funding
<ol style="list-style-type: none"> 1. Facilitate the further implementation of e-learning and e-services 2. Promote the appropriate integration of technology into the delivery of products and services 3. Provide a basis for setting priorities in the development and delivery of e-learning solutions 	<ol style="list-style-type: none"> 1. Staff, client and industry satisfaction 2. Research-based decision making 3. Collaborative initiatives 4. Partner feedback 5. Learning resource materials developed 6. Percentage of total SCH generated by 	Private Providers Public Providers Education Sector ACPET VET in Schools Dept of Employment and Training; Adult and Community Education TAFE Queensland Private Enterprise	Creative Capable People Highly skilled workforce to support strong performance in the global economy Integrated learning solutions to support regional economic, social, cultural and environmental development and sustainability. Supportive Technological	School Sector University Industry VET in Schools Government	VET and Education sector interoperability Upgrading and maintenance Bandwidth Professional Development in Technology Technology Standards	Commonwealth State-based

<p>and e-services</p> <p>4. Provide a springboard for strengthening collaboration across institutes to utilize and enhance staff expertise, leverage the TAFE brand and achieve economies of scale</p> <p>5. Establish priorities for skilling staff in the use of learning technologies</p> <p>6. Facilitate the integration of open and distance learning solutions into conventional learning models</p>	<p>online learners (35%).</p> <p>7. Percentage of courses employing some form of e-learning (95%)</p> <p>8. Client satisfaction</p> <p>9. Retention rates</p> <p>10. Module completions</p>		<p>Infrastructure</p> <p>World-class Online Content Development, Applications and Services</p>			
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South Australia

Focus	To provide a State strategy to enable the uptake of flexible learning across the whole VET sector. [A Flexible Learning Strategy policy is under development. These details are an extract from the discussion paper]					
Principles	To enable stakeholders including government, industry and training providers in South Australia to establish clear goals for the improvement of vocational learning to support economic development and social inclusion through the deliver of training which supports the growth and development of this state.					
Vision	That the State Flexible Learning Strategy will enable stakeholders to prioritise, implement, evaluate and ensure SA utilises its creativity and flexibility as a small state to remain at the cutting edge in flexible learning.					
Goals	To prepare skilled workers for employment and careers which delivers them an improved standard of living, economic stability and a level of job satisfaction and personal pride will not only assist the goals of social inclusion but will enable business and industry to grow and prosper.					
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues	Funding
1. Learning for Life.	Being developed.	Whole of the SA community.	Yes	Yes	Being identified.	Government – National/state/local Community – sector/individual Individual organisations Industry Small business

2. Linking with industry for economic development.	Being developed.	Industry Small business Business SA Government agencies Economic Development Boards Regional Councils TAFE providers Private RTOs Education sector Community sector	Yes	Yes	Being identified.	Industry Regional Development Boards Government – national/state/local Training organisations partnerships
3. A sense of Community.	Being developed.	ACE providers Community sector TAFE Private RTOs Small business Education sector Local councils Government agencies industry	Yes	Yes	Being identified.	Government - national/state/local Community groups Industry Local small business Partnerships
4. Quality learning and teaching.	Being developed.	VET practitioners Managers/CEOs Instructional designers IT services Industry training State infrastructure/technical/ Systems/resources	Yes	Yes	Being identified.	Government - national/state Individual organisations Community sector

Tasmania

In Tasmania there are currently no formal flexible learning strategies in place.

This year's Tasmanian Flexible Learning Leader, Graeme Kirkwood, is developing a flexible learning policy for the Institute of TAFE Tasmania (the only TAFE in Tasmania) as his project.

After extensive consultation in 2002/03, a policy has been developed for the Department of Education. It hasn't received final approval yet. It is envisaged that in the next three to four months approval will be received and the policy will be launched by the Minister.

The Office of Post-Compulsory Education and Training is in the process of developing a post-compulsory education and training strategy. Currently issues papers are being developed and circulated for comment. Mike Brough, as Tasmanian FLAG representative, is ensuring that flexible learning is well positioned in the final papers.

Victoria

Focus	The development of a “Learning Society” through universal technology literacy, confident and highly skilled teachers, and the networking of all our learning institutions, cultural institutions and training providers.				
Principles	Online technologies to be used by all VET students irrespective of course or vocation and whether they learn on or off campus.				
Vision	To make sure that all Victorians share and are active participants in the 21 st century’s information society.				
Goals	Goal 1 – Develop widespread technological literacy and encourage lifelong learning Goal 2 – Provide effective , relevant and accessible vocational learning options to all Victorians Goal 3 – Ensure Victorian TAFE and ACE personnel are in the best position to realise the potential of online learning				
Funding	In excess of \$30M over period of the strategy.				
Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues
1. Promote TAFE’s strategic role in facilitating the emergence of the Learning Society. 2. Promote a sophisticated understanding of new approaches to increasing TAFE access and participation and improving learning outcomes. 3. Ensure rural and regional Victoria is included through	A performance measurement framework which includes: - extent of TAFEVC use by providers and students - achievement of TAFE institute service standard for applying ICT by 2005 covering corporate services, technical infrastructure, staff skills and profile delivery: - impact of TAFE	<ul style="list-style-type: none"> • rural & regional citizens • small & medium business owners & employers • adult learners • individuals & enterprises • community groups, local businesses & industry organisations • teachers (via accredited qualification). 	<ul style="list-style-type: none"> • Host of Flexible Learning Advisory Group secretariat. • Participation in and sponsorship of a broad range of national projects, expanding Victorian skills, resources & interstate networks. • Active participation in design, development & use of nationally funded materials. 	<ul style="list-style-type: none"> • Strong links between TAFE and ACE sectors. 	<ul style="list-style-type: none"> • Government funds to provide TAFE & ACE staff & students with effective network services. • Development of TAFE Virtual Campus. • Whole of Government high level security arrangements. • Aim for strategic alliances with government agencies & ICT companies for:

<p>the provision of an easily accessible and affordable “globally connected” learning infrastructure.</p> <p>4. Meet increasing and changing demand, in a manner that accommodates the lifelong learning needs of the individual and the economic imperatives of enterprises and industry.</p> <p>5. Pursue strategic alliances in order to realise the potential for innovative product.</p> <p>6. Development, more widespread provision and improved quality.</p> <p>7. Internationalising Victorian TAFE, to ensure that Victorian TAFE remains relevant to the emerging global information age.</p>	<p>frontiers</p> <ul style="list-style-type: none"> - impact of Flexible Learning Networks. 				<ul style="list-style-type: none"> - affordable Internet access. - increased bandwidth. • Strategic approach to standardising communication infrastructure to improve efficiency.
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Western Australia

Focus	<p>The Western Australian Flexible Learning Strategy (www.training.wa.gov.au/flexible) is a policy and planning framework to facilitate the implementation of flexible learning (broadly defined) within TAFE Colleges. Strategies contained within the document covered the period 2001-2002. The Flexible Learning Strategy was comprehensively reviewed towards the end of 2002 as part of the national VET Policy Advice project 2002 (Review of the WA FLS).</p> <p>The decision was taken to delay the development of the next Flexible Learning Strategy due to structural changes in the State VET sector.</p>
Principles	<ol style="list-style-type: none"> 1. <i>Flexible learning is synonymous with client-centred learning:</i> The essence of flexible learning is to provide clients with choice from a range of high-quality, well-supported education and training options. It is essential that a strong focus on customer needs and service is maintained. 2. <i>Flexible learning aims to improve access to learning opportunities:</i> Flexible learning provides an opportunity to improve access to learning opportunities for a range of groups in the community including those in rural and remote areas, people with disabilities, detainees within correctional systems, members of the community who are too busy to attend face-to-face classes because of work and family commitments, and those who simply choose flexible learning options. 3. <i>Technology is an enabling tool:</i> Information and communication technology is an important tool for enhancing flexibility because it offers considerable scope for altering when, where and how students learn. However, there is a need to avoid being “technology driven” and it is important to recognise that there are other ways of increasing flexibility. 4. <i>There will always be face-to-face learning:</i> The traditional face-to-face class is an effective teaching and learning method which will always be a legitimate delivery option. Information and communication technology can be used to enhance face-to-face teaching and learning. It also offers the VET sector the opportunity to extend its reach to new clients who would not normally access on-campus, classroom instruction. However, technology-enabled learning will never fully replace face-to-face teaching and learning. 5. <i>Interaction between people is the key to effective learning:</i> The best learning often occurs as an interaction between people. We learn from teachers and from other learners. To be effective, learning technologies must facilitate and enhance this interaction. 6. <i>TAFE Colleges have the principal role in implementation:</i> TAFE Colleges have the principal role and responsibility for the implementation of flexible learning. Strategies implemented at the State level are designed to free up the VET system to enable Colleges to implement flexible learning.

	<p>7. <i>Variation between TAFE Colleges should be recognised and accepted:</i> It is important to recognise that there is great variation between Colleges in the needs of their client groups and their capacity to implement particular flexible learning strategies. Colleges must be able to choose the most appropriate ways to implement flexible learning. It is important that “one-size-fits-all” solutions are avoided.</p> <p>8. <i>Economies of scale and collaboration are necessary:</i> Because a significant investment will be required over a period of time to ensure that the WA VET sector is world class in the implementation of flexible learning, economies of scale and collaborative efforts should be pursued wherever possible.</p> <p>9. <i>There is a need for commitment to evaluation, performance measurement and continuous improvement:</i> As flexible learning (particularly online delivery) is relatively new, it is vital that the sector continues to learn from research, evaluation and performance measurement.</p>
Vision	<p>The Flexible Learning Strategy aims to:</p> <ul style="list-style-type: none"> • Facilitate the further implementation of flexible learning in WA TAFE Colleges; • Establish a shared commitment to current and future flexible learning strategies; • Provide an indication of priorities for action in adopting and implementing flexible learning; and • Provide a basis for greater collaboration within the network of TAFE Colleges with respect to flexible learning strategies.
Goals	<p>The five key goals are:</p> <ol style="list-style-type: none"> 1. <i>Effective change management</i> – To establish an effective change management process including research, planning, implementation, evaluation and review. 2. <i>Enabling policies</i> – To ensure that State policies and protocols are designed to facilitate the uptake and usage of flexible learning. 3. <i>Creative, capable people</i> – To build a critical mass of VET staff able to use flexible learning approaches. 4. <i>Supportive technological infrastructure</i> – To achieve a State VET sector which facilitates affordable access to technologies that enable flexible learning. 5. <i>Learning resources and services</i> – To provide a range of high-quality learning resources and services that are increasingly utilised by VET clients.
Funding	<p>No specific funding allocated to the Flexible Learning Strategy.</p>

Objectives	Performance Indicators	Target Markets	Links to National VET Strategy	Cross Sectoral Links	Technological Issues
39 strategies specified, related to the five key goals (see document).	11 performance indicators specified, related to the five key goals (see document).	All current and potential students of TAFE Colleges.	Designed to link with Australian Flexible Learning Framework.	None, although the recent amalgamation of the former Departments of Education and Training will result in more school-VET links in the future.	See Review of the Flexible Learning Strategy.