

AUSTRALIAN *FLEXIBLE LEARNING* FRAMEWORK

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

**2002 RTO Case Study Project
'Flexible learning in practice'**

**Northern Melbourne Institute of
TAFE (NMIT)**



An Evaluation of Online Learning Projects

RTO Case Study Foreword

The following case study is one of 18 case studies that document the use and application of Australian Flexible Learning (AFL) Framework products and services by Registered Training Organisations (RTOs). The case studies are an initiative of the AFL Framework for the National Vocational Education and Training System 2000 – 2004 as a means of offering ‘real-life’ examples of how RTOs are implementing elearning strategies with the assistance of AFL Framework products and services. Each participating RTO has documented their experiences over a six month period (June 2002 to November 2002) and have been selected from each State and Territory representing the TAFE, Private Provider, Enterprise and VET in Schools sectors.

Each case study will provide you with an insight into how RTOs are implementing flexible learning and is critical reading if:

- You are interested in finding out about the possibilities of flexible learning
- You are currently implementing flexible learning within your organisation
- You are looking to extend your flexible learning delivery capabilities

Each case study covers areas such as;

- How to implement AFL Framework products and services
- Change management practices
- Customisation of flexible learning products and services
- Professional development
- Access and equity considerations
- Flexible learning strategic planning
- Blended learning techniques
- Marketing and much more.

Each case study highlights the various ways in which AFL Framework products and services can be applied to the learning environment to enhance client delivery and service.

For further information pertaining to AFL Framework products and services or to access other case studies visit discover.flexiblelearning.net.au or phone 07 3234 1852.

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Table of Contents

<i>Case Study Summary</i>	<i>3</i>
<i>Case Study Summary</i>	<i>4</i>
<i>Flexible learning background.....</i>	<i>5</i>
<i>Our Case Study Objectives</i>	<i>6</i>
<i>Selecting the AFL Framework Products and Services.....</i>	<i>6</i>
LearnScope.....	6
FlexWays	7
Access and Equity in Online Learning	7
<i>How we used our chosen AFL Framework products and services.....</i>	<i>8</i>
LearnScope.....	10
FlexWays	11
Access and Equity in Online Learning	13
<i>How to get the most out of AFL Framework products and services</i>	<i>16</i>
FlexWays	16
LearnScope.....	16
Access and Equity in Online Learning	17
<i>Conclusion.....</i>	<i>17</i>
<i>Acknowledgements.....</i>	<i>18</i>

Case Study Summary

Australian Flexible Learning (AFL) Framework products and services used

- LearnScope
- FlexWays
- Access and Equity in Online Learning

Case Study Objectives

To develop a model for project development which addresses role allocation, staff skills, professional development and e-learning resource development within projects.

The chosen AFL Framework products and services have provided a model for project development which enables us to:

- Identify staff for a resource development project through LearnScope projects
- Define the roles required of a project, allocate the roles, develop the tasks for roles, identify the required skills sets for each role and develop an action plan for ensuring staff in each role, develop the skills required for the tasks through using FlexWays
- Ensure that the resource(s) developed meet Access and Equity principals through the Access and Equity in Online Learning Project

The AFL Framework products and services have contributed to the Faculty of Further Education of Northern Melbourne Institute of TAFE's (NMIT) flexible learning capabilities by enabling us to develop a model whereby we can ensure our staff can participate in work based learning projects and that the work based learning approach has a structure of professional development embedded within the project. This will create a pool of creative and innovative people taking their knowledge and skills back to their departments and teaching programs.

Flexible learning background

Overview of Northern Melbourne Institute of TAFE (NMIT)

Northern Melbourne Institute of TAFE (NMIT) is a major Victorian TAFE Institute with a local, regional and international focus. It is based in Melbourne where it has six campuses, which provide Vocational Education and Training (VET) to local communities in Melbourne. NMIT's four rural campuses provide training through the innovative Australian College of Wine. Internationally, the institute offers qualifications in partnership with institutes in China, United States of America, Japan and Pakistan

NMIT provides up to 300 training programs, 150 online modules and nearly 200 short courses for approximately 30,000 students from metropolitan Melbourne, country Victoria, interstate and 52 countries annually. Study options are flexible and varied.

Through the adoption of the latest technologies, initiatives and attention to industry requirements, NMIT strives to maintain leadership in the delivery of high quality vocational education and training programs.

The NMIT's Faculty of Further Education has a proven track record in the delivery of training and education to a broad range of client groups within specified time frames. In addition it has been a long-standing provider of services to government organisations delivering numerous contracted programs.

The Faculty has a commitment to meaningful and relevant education, training and pathways for young people. It has established a Youth Unit, which has developed a reputation for quality service and outcomes for young people in the region.

The Industry and Initiative Unit (I.I.U), a unit within the faculty, manages all delivery, research and resource development projects for the faculty. It also delivers and develops resources for Workplace Education Language and Literacy programs (WELL).

Faculty of Further Education, NMIT – Flexible Learning Capability

Some priorities of NMIT's Faculty of Further Education strategic plan include:

- Identifying and prioritising key training areas/ programs that could incorporate ICT now and in the future
- Maximising expertise and potential of existing staff
- Optimising opportunities for providing leadership within the field of Further Education in the community.

The Industry and Initiatives Unit of the Faculty of Further Education at NMIT are actively engaged in resource development and delivery in a number of different training settings. The Unit adheres to the Faculty's strategic plan by up skilling staff through action based learning in project work.

As with all training, learners tend to either over estimate or under estimate their skills in certain areas. Once projects have started it can be quite a surprise to find that members of the team do not have the necessary skills sets and/or may be in a role which does not make the most of the skills, talents and professional development

objectives they may have. To fully utilise staff skills and to enable them to reach their full potential, the unit decided to implement a model of skills development for project work.

Our Case Study Objectives

Since the I.I.U is heavily involved in project work and have often found a gap in staff skills for particular projects, we decided to use Australian Flexible Learning Framework products and services to document and evaluate an online learning project.

Using the AFL Framework products and services, we wanted to develop a model for staff professional development in project work. Part of the model would include a staff skills analysis and professional development in terms of access and equity issues with regard to our varied client groups. These groups include youth, deaf and hard of hearing, English as a second language, return to study and Adult Basic Education. The I.I.U is currently developing and delivering resources for a WELL funded Young People in the fast food web resource which includes a virtual class room and a WELL funded visual web based resource for personal care assistants who are deaf and hard of hearing and work in aged care facilities around Australia. These projects are typical of the Industry and Initiatives Unit's (I.I.U) project work.

Both projects require certain skills sets, which are transferable but we recognise that each and every project we undertake has very specific skills requirements. We do not always have the staff with the more specific skills required for a project. We needed to devise a method to determine the skills sets for a project. Staff could then match themselves against the skills sets and determine what extra professional development may be required for the project to be successful.

The I.I.U's expertise is in teaching and developing resources for language, literacy and numeracy programs. For staff to engage with the Young People in the Fast Food Industry project a large amount of professional development was required in terms of the web development, web content writing and retail trade competencies. We needed staff development that was going to be timely and specific to the projects needs.

Selecting the AFL Framework Products and Services

Three AFL Framework products and services were used to inform and enhance the objectives of the WELL funded Young People in the Fast Food Industry project. The products were:

LearnScope

LearnScope is a team-based professional development project. Each year groups are funded nationally by the AFL Framework to work together to achieve skills and capabilities of teams within RTOs for delivering their services and products to students/clients more flexibly using new learning technologies.

LearnScope projects conducted in NMIT's Faculty of Further Education have provided the I.I.U with the ability to access a pool of staff with excellent skills in resource development and delivery of online materials.

LearnScope projects within the Faculty of Further Education are designed to meet the strategic directions of the Faculty. Planning starts in October/November for

projects in the following year. Expressions of interest from staff and for projects are sought. Discussions are then held at management level to determine which projects best meet the strategic priorities for the following year. All relevant staff are informed of the outcomes in mid December. Program Coordinators have lead time to backfill staff and teams are able to start planning projects in more detail.

FlexWays

FlexWays is a web-based professional development planning resource for people working in VET who want to develop their skills for a flexible learning environment.

With FlexWays you can create, save, print and edit a personalised professional development plan. FlexWays can be used to:

- Establish your goal in flexible learning
- Identify the skills you need to achieve your goal
- Plan learning strategies to acquire those skills
- Find out about resources you can use.

The case study used FlexWays as a tool to determine the skills sets required of staff to participate in the Young People in the Fast Food Industry project. Individual staff also used the site to determine gaps in their level of skill in terms of the project. These gaps were then addressed in a variety of ways including mentoring, action based learning, conferences and informal workshops.

Access and Equity in Online Learning

The Access and Equity in Online Learning Report has been developed to discuss the relevance of cultural differences in the application of online technologies to VET learning, with particular attention to the needs of:

- Aboriginal and Torres Strait Islander learners;
- Learners with disabilities;
- Learners with English literacy needs.

This document was used to determine the web accessibility of the web resource and the virtual classroom under development. It was also used to validate and challenge our assumptions about youth, literacy and the web.

How we used our chosen AFL Framework products and services

The Young People in the Fast food industry is a complex project at many levels. It deals with web based learning, Language, Literacy and Numeracy needs, an industry setting, competencies across two certificates and young learners.

Due to the complexity of the project and the small number of staff involved we were unsure of the roles, how to allocate the roles required in the project and what each of the roles meant in terms of skills sets. We had a core team of four workers. Three were working on developing the content and the fourth member's primary role was the development of the web pages. All team members had experience with developing paper based flexible delivery materials. Only one team member had extensive experience with developing web-based resources.

We realised that the team had these core skills

- content knowledge - literacy
- research skills for resource review
- web development - DreamWeaver/Flash/Fireworks - W3C guidelines/Bobby

After a shaky project start up, we realised that we needed to develop more skills and to allocate and define extra roles to oversee the project. These roles included instructional design, project management and editing. To do this we needed to be clear about the skills involved and who was able to tackle the tasks required. If we found a gap in the group's skills we also needed to know how we would learn the skills required.

As the team members work on different campuses and were available for the project on different days, we needed to enhance communication between team members and to find tools, which could focus the team to work collaboratively, when teachers often have very idiosyncratic ways of developing/presenting their materials. By using our chosen AFL Framework products and services, we were able to define the many roles of each team member and have a clear framework on which to base the team structure of the project.

We knew that if we could create a model for project start up, which could address professional development of team members and which would enable clear definition of roles for the project, future projects would have fewer problems.

WELL funded Young people in the Fast Food Industry Project

Franchise owners of a number of fast food retail outlets expressed a need for staff training in language, literacy and numeracy. The employers had identified that English language literacy and numeracy present a real barrier to on the job training, job promotion and flexibility for employees working in their outlets. They had identified a specific group of young workers who were keen to take up management positions in the stores. This group had the drive and ambition to succeed in the field but did not have the necessary literacy and numeracy skills required for the higher positions. For example the owners found that young staff have problems with ordering the stock according to dates and reading the store's procedure manuals. Since this group of workers are scattered across regional Victoria, NSW and South

Australia, a web resource incorporating online communication which could be delivered using the franchise computer network seemed the logical solution.

The WELL funded Young People in the Fast Food Industry project aims to remove major Language, Literacy and Numeracy (LLN) barriers currently being experienced by these employees by developing resources which target LLN needs. Then employees will be able to achieve successful outcomes from competencies chosen from the Retail and Food Training Package.

The team wanted to develop a resource that was sound educationally, engaging for young learners and promoted a learning community. Project members brought with them sound teaching practices and knowledge of educational principles- the challenge was how to use online technology to develop the resource.

The Learning Resource aimed to provide employees within this industry sector with:

- a flexible and innovative approach to language, literacy and numeracy training in the workplace by beginning with a problem based case study scenario to set the scene for learning
- a learning environment that is engaging, accessible and authentic. (all photos are taken in a real fast food outlet and there is reference to a real store's training manuals)
- customised delivery to employees with language, literacy and numeracy needs
- the flexibility to be accessed by employees across a variety of work shifts
- improved language, literacy skills amongst workers in an enterprise based setting through the creation of a virtual classroom (use of chat and bulletin board to facilitate the sharing of learning amongst the group and creation of learning environment)
- customised learning resources covering competencies from the Retail Training package and the Food Processing Training Package

The learning resource aimed to provide a good practice model for the fast food industry that would:

- increase interest within the enterprise in learning flexibly
- provide a means of making training more accessible to enterprise based trainees who would otherwise not be able to access training
- demonstrate the applicability of a virtual training environment using TAFE VC facilitated by an online trainer.
- provide enterprise based trainees with opportunities for experiencing successful learning while improving language, literacy and numeracy
- provide good practice in workplace industry training using TAFE Virtual Campus that will be developed, trialled and documented.
- enable Industry training personnel to become aware of the application of learning technologies in the enterprise

Emphasis was placed on trialling the resources in different work settings and with employees with different skill levels. We knew there is a need for extensive orientation program at the beginning of the program.

The project involved:

- Research into the fast food industry resources and products available
- Investigating the client group with regards to language, literacy and numeracy levels
- Investigating ICT skills level of the group i.e. can they use a computer/ the internet/ communication tools eg email/ discussion boards/chat. What are their likes and dislikes with regards to web design what is the best way to present the material for them in a busy screen? Clean screen what is best for interest levels and literacy skills
- Researching the competencies
- Developing the content - the approach to take i.e. case study approach/ how does that fit in with all the competencies
- Instructional design getting a common approach across the three areas decided upon making it a seamless environment
- Developing the web pages - activities/design/ navigation
- Training learners to access the web pages
- Training the learners to use communication skills/ eg chat discussion board email
- Delivering of materials - setting up study centres/ mentoring through work/ establishing virtual community/guiding through content monitoring delivery
- Directing students to essential dates for assessment, online activities

LearnScope

Prior to the implementation of the project, LearnScope had been identified as a professional development initiative, which could best meet the aims of the Faculty's strategic direction. Members of the WELL Young People in the Fast Food Industry Project team had been involved in LearnScope projects as project managers/project facilitators/mentors and participants.

LearnScope projects have been conducted in the faculty over the past three years and have included **two stages**:

Stage1 - Learning to Deliver Online

This project involved:

- Researching current online ESL and Literacy resources available for Online delivery

- Researching and developing a model of online delivery suitable for specific target groups - eg taking in to account learner needs, level of skills, abilities, accessibility
- Customising resources to suit learner needs - including skills in web development, use of delivery platforms including TAFE VC (TAFE Virtual Campus)/Web CT (Web Course Tools) and FirstClass - a communications package
- Delivery of online materials including online communication skills, motivating and encouraging learners through the online environment through various activities

This project was managed and facilitated by a staff member who had been a participant in a previous LearnScope project relating to content development.

Stage 2 - Mentoring/ leading a project

To build on and firmly establish skills learnt in the stage 1 project, participants were invited to facilitate the next LearnScope project. The content of stage 2 was similar to stage 1 but it had an extra layer of mentoring and support for the facilitators who were new to this kind of role.

The stage 1 project manager guided/mentored the new facilitators throughout the second stage of the project. Weekly meetings were held where the team of facilitators planned the weekly LearnScope sessions and facilitated each session in turn. In addition to the weekly sessions each facilitator mentored two participants throughout the project. The group of facilitators worked well as a team and quickly divided tasks according to interest and skill level. Each person readily valued the different talents and skills of each person and recognised that the many individual skills added together to make a strong and vibrant team of facilitators. For example, individual facilitators developed interest and skills in online communication, web development, writing for the web, using Web CT, research, access and equity issues and learner needs.

Regular meetings were held with the original manager and facilitator to develop workshop schedules and to discuss progress of the project. Each workshop covered a main topic. For example a workshop covered web page development and was facilitated by the team member with those skills and interests. The other facilitators contributed to the series with sub topics on using Web CT, access and equity, online communication and writing for the web.

When the WELL Young People in the Food Industry resource tender was won staff needed to be allocated to the project. It seemed logical that people who had been involved with the LearnScope projects would have the skills to develop and deliver resources for the WELL Young People Fast Food Virtual Community. Three members of the LearnScope project team chose to become involved with the resource development project. As well as developing the resource, they saw it as a good opportunity to continue their professional development in web design, writing for the web, content development and online communication skills.

FlexWays

The research phase of the WELL Resource project went well. Team members have been involved in a number of paper based content development projects and have developed excellent research skills. Problems arose with the project when it came to

writing for the web. Each member had several roles in the project but the roles and scope of the roles were undefined.

Although members had gained a wealth of experience through the LearnScope project in terms of facilitating, mentoring, customising resources and online delivery, they needed to develop skills in working in a team developing web-based content.

To assist the project, participants decided to use FlexWays to help determine the skills the project needed as a whole. Based on this, roles and tasks were to be chosen/allocated to each team member who then used FlexWays to determine their individual skill requirements.

FlexWays is a web-based professional development planning resource for people working in VET who want to develop their skills for a flexible learning environment.

Through FlexWays, a user can access skills sets and goals required via the use of the scenario builder. Using the scenario builder, we developed a team goal, which we felt best summarised what we wanted to achieve in the project.

Our goal was to **design and deliver flexible learning experiences that support work based or distance learning**. At the next level of the scenario builder we found that we wanted to include **computer-based media to achieve this goal**. We discussed the term computer based media and decided that we were going to create a web site, supplemented by a communications system which would allow for chat and discussion board postings.

Once a goal has been created, FlexWays displays lists of skills, which complement the goal. We discussed the sets of skills to determine our needs and roles within the project. The skills were divided into four broad areas, which related quite neatly to our own action plan. This confirmed that we were on the right track! Formulating a common goal and spending the time to really analyse the requirements of the project in terms of the roles and skills gave us a very clear sense of who we were and where we going with the project.

Members of the team, armed with the knowledge of their general role in the project went on to create individual learning plans using FlexWays. For example the web developer formulated the goal – **I want to design and develop flexible learning experiences so that my students can access materials and engage in learning activities online**.

Using FlexWays in this way gave us a great starting point and a focus in which to deconstruct and reconstruct our team's goals.

After reading through the skills sets developed from the goals for the project we found that our project was lacking in the following areas:

Courses/Resources

- Apply teaching / learning theory to identify appropriate approaches according to group learning needs, learning styles and course content, taking into account any special needs of the learners. (for example literacy needs, access to technology, English language support needs, disabilities, cultural issues)

Designing Course/Resource Materials

- Develop a concept plan of the course materials
- Investigate and apply copyright legislation
- Identify learning goals and objectives.
- Select and develop relevant content according to curriculum/training package guidelines.
- Write content effectively for different media. (Eg: online, print).
- Develop clear course structure and navigation.
- Implement sound visual design principles.
- Address usability/accessibility issues for learners with special needs.

Creating online course materials

- Use web authoring/editing software to prepare simple web pages
- Implement fundamental visual design and layout concepts.
- Implement sound navigation principles.
- Address usability and accessibility issues.
- Use graphics and multimedia software.
- Apply World Wide Web Consortium Standards and Browser standards.
- Acquire skills in using a web authoring application.

These skills sets provided us with the necessary framework and direction to develop the project. They were the skills required of the project. After individuals completed their learning plans using FlexWays, we discovered that all the skills were covered by individuals within the team but that each person did not necessarily have the skills required for their particular role.

FlexWays also provides strategies for skill development. Using these strategies we discovered that we were already developing our skills through **project based learning** but that we also needed to engage in **mentoring** between team members, **reading and research, reflective practises** and **study groups**.

Access and Equity in Online Learning

One of the items, which came to light after completing the FlexWays process, was our need to explore accessibility issues.

As part of our project plan we researched the needs of the learners in terms of their ability to use a computer and their literacy and numeracy needs. We also trialed a variety of commercial web sites to determine the learners interest level and ability to cope with the complexity/simplicity of the various sites. After this trial with the

learners we realised that although the learners were in their early twenties they were not really adult learners. Their reaction to the computer, their ability with technology (even though for most of them it was their first time on a computer!) and their engagement with different web sites was very different from our experience with adult learners. They were very quick to flick through the pages and were only interested in the subjects, which they could relate to as individuals. They wanted quick, directly relevant information and were unwilling to explore and gather bits of information.

For example, we sent them to Safety Zone a website developed by NSW WorkCover authority (http://workcover.cadre.com.au/index_1st.html). This site uses cartoon animations. Users are encouraged to make choices about work safety. If the wrong choices are made disasters occur. We thought they would love the 'blood and guts' of the site. However, as it did not relate directly to food safety and their own work environment, they were not interested. They were unwilling to make the conceptual leap between moving things in a factory storeroom and moving things in their own storerooms. Due to lack of interest in the learning material, they did not apply themselves in the quizzes and performed badly.

Here, we decided to look at Access and Equity in Online Learning. We felt it would help us determine, how we could best cater to the needs of young adult learners. We found that the section on learner support did not really relate to our group of learners, in terms of their engagement with the medium. Although many of them had very little computer experience they had a lot of experience with games eg Play Station, Xbox etc. They were able to transfer game skills to the computer medium quite effectively.

However the product did support our investigations, in terms of the literacy needs of the group and their needs in terms of content. By using the following guidelines, we have had specific unprompted comments from the users regarding the relevance of the content and the interactivity of the site.

Teaching via the Internet requires learning materials for students with low literacy that are:

- *intrinsically and actively interesting in themselves*
- *directly relevant to their own concerns and information and action needs.*
- *graduated in complexity of both content and literacy demand to enable basic skills to be acquired as soon as possible without unnecessary distractions, and yet to build the students' capabilities for dealing with all forms of text that they will encounter in real life.*
- *enhanced by interaction with other people - the teacher, fellow students, family or community members, workmates - discussing ideas, confirming progress, getting help.*

Using these guidelines from the Access and Equity in Online Learning product we have developed a resource, which is interesting, interactive and directly relevant to their own concerns. For example, all photos in the resource are taken in fast food franchise stores so that they are relevant and recognisable. Content relates directly to the fast food industry and in particular for workers in franchise settings. The content and activities build on capabilities in terms of subject knowledge and literacy skills. Communication with other learners and teachers is an intrinsic part of the resource.

Access and Equity in E-learning Tutorial - Everyone Online, another AFL Framework product used in the web design process. Although the web developer was aware of the principals in designing for web accessibility, this product provided a prompt to keep the guidelines in mind.

The following are some of the design issues addressed. During the trials, users made specific comments relating to the design principles used in creating the resource.

Some common design issues include:

Layout -

- Use large print and simple high contrast fonts for optimum readability. Some of the users of the site have very low literacy levels and commented on the clear easy to read pages.
- Multimedia documents are often preferred. During the trial phase, even though the learners were used to high tech computer games, they really enjoyed the simple flash animations and their ability to get instant confirmation on the tasks.
- All graphics should have text alternatives and labels. Although it is not expected that these learners would have a severe visual impairment, the use of text alternatives for images enabled the users to more fully understand the graphics.
- Consistent page layout. Each page is created from a template and each section is consistent in its layout and approach to tasks.
- Navigation bars – the different sections of the resource are accessible from each page. Pages link from one to the next in the resource. First time users of a computer had no difficulty finding their way around the resource.
- Site map - A site map is provided in the resource.

Design -

- Directions broken down to simple steps
- Avoid jargon
- White space and bullets help focus the learner
- Orientation information
- Simple language

All the points dealing with design and layout have been addressed. The project team found that the summary pages within this product were particularly useful. They were used as a quick reference point when issues of curriculum and design were discussed. The website editor referred to the design notes and made sure that directions were broken down into simple easy steps and that language used was simple and direct.

How to get the most out of AFL Framework products and services

Project work often has a very tight timeline. In our experience a well constructed project start up aids in eliminating problems that may occur later in the project. Defining and allocating roles, addressing the tasks and skills required of each role and instigating an ongoing program of professional development leads to a clear and well defined outcome. Without a clear definition of roles and a professional development plan, tasks can be duplicated and team members can flounder in their roles.

Our best tip to other RTOs looking to implement any AFL Framework product or service is first research what is available as there are a number of products and services to help you get started. Each product and service can provide ideas and solutions to flexible learning problems.

Some tips for using the three AFL Framework products and services used in our case study include:

FlexWays

- Assessing staff skills for the project work – when choosing staff for a project, FlexWays can be used to discover who is suitable for the project and/or how much professional development will be needed to complete the project
- Outlining roles and responsibilities – project workers may have differing experiences of project work and may come to a project with predefined expectations of their task. Using FlexWays to outline roles and tasks within the project helps to eliminate any misunderstandings.
- Constructing a project action plan – using the skills sets in FlexWays can assist in developing an action plan for a project. The skills sets are grouped under topic headings. These topic headings can be used to outline stages in project development.
- Developing a common goal for the team – team members can come to a project with different expectations of how the project will unfold. Using the scenario builder a team can spend some time ensuring that they have a well-defined and clear common goal.
- Creating clear goals with definite time lines – once a plan for the project has been created and the skills sets analysed, users can create a timeline of when each task should be completed. At this stage the team can work together to set realistic timelines for the project.

LearnScope

- Aligning LearnScope projects with the strategic direction of the department/faculty/RTO
- Building on skills and developing leadership skills by using past participants as future facilitators – building staff capability at different levels ensures a pool of people who have the skills to participate in project work at different levels. It also creates teams of people who have worked together. They develop an

understanding and trust of each other's working styles.

- Linking LearnScope projects with other projects/goals value adding to both – developing a LearnScope program of professional development around another project, ensures professional development of staff for the project and provides the LearnScope project with a real work based learning model.

Access and Equity in Online Learning

- Read the full report on the relevant user group. The reports provide a starting point for research and discussion in three key areas of access and equity. They provide a framework for developing ideas and looking at issues within projects.
- Keep the summary notes on hand to refer back to at all times in the project – at times during project work, the resource can become the main feature. Keeping the summary notes on hand keeps the focus of the project on learner needs.
- Create a check list of the summary notes which the instructional designer can use for reference

Conclusion

The case study has provided us with a model for project start up which helped to develop staff capability while at the same time defining roles and identifying professional development needs within a project. We chose to use FlexWays, LearnScope and Access and Equity in Online Learning, which enhanced project development and enabled us to keep clear goals in mind throughout the project.

The I.I.U of the Faculty of Further Education will continue to use LearnScope to develop its staff. We will endeavour to link LearnScope projects to other projects value adding to both. On an annual basis staff in the faculty submit learning plans for the year. FlexWays provides an excellent tool for developing these annual learning plans. It will also be used to inform and enhance projects as outlined above. The Access and Equity in Online Learning reports and tutorial will also be used for future project work, as a starting point for research, a tool to inform design of the product and as a tool to keep the learner at the forefront

The case study has also exposed us to the range of excellent AFL Framework products and services available.

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Staff involved in the case study:

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