

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'

TAFE NSW – Riverina Institute



A Model for Managing eLearning Delivery

November 2002

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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Executive Summary

Australian Flexible Learning (AFL) Framework products used

Flexible Delivery Business Planning Framework

This product provides a logical framework for analysing and developing a business case for a flexible delivery solution. It was used for market analysis, planning and evaluating the eDepartment model that Riverina Institute of TAFE (RIT) developed as part of this case study. Selected questions in each phase of the planning framework supported the development of a Business Case for the eDepartment.

Toolboxes

A toolbox is a collection of resources, suggested learning strategies and supporting material to support flexible and online delivery. The Diploma in Business Administration Toolbox was used to deliver the Diploma course totally online. Other Toolboxes were evaluated and will be added to the suite of Toolboxes delivered through the eDepartment as demand and staff expertise expands.

FlexWays

FlexWays is a web-based professional development planning resource. FlexWays will be implemented as part of the professional development strategy for the eDepartment concept. The concept incorporates a significant emphasis on professional development for teachers as a strategy for distributing and sharing the learning that will occur as our experience in online delivery grows. Teachers will be offered opportunities for professional development, including coaching and mentoring to attain the required skills for supporting/facilitating online learning.

Case Study objectives

The case study proposal included a number of objectives designed to promote the development of Riverina Institute's flexible learning practice:

- Demonstrate exemplary online facilitation and management of online learning, leading to a reputation for quality online courses.
- Focus on professional development courses for teachers and other staff.
- Develop best practice management procedures, structures and systems for online learning.
- Develop online expertise that can be taken back to benefit teaching departments across the Institute and assist them in implementing online teaching and learning.
- Support the Institute's Key Objective of 'Be eEffective' and related strategic planning goals.

Overall, the use of the AFL Framework products and services has focused the Institute's attention on developing the next step in our flexible learning journey – online and blended delivery.

Actions put in place

Using the AFL Framework products listed above allowed Riverina Institute to:

- Establish a working model for an eDepartment (online delivery) (Flexible Delivery Business Planning Framework)
- Gain support for the proposal from key stakeholders within the organisation (Flexible Delivery Business Planning Framework)
- Identify and implement appropriate delivery strategies for a toolbox product (Diploma in Business Administration Toolbox)
- Identify the need for a marketing strategy that will promote the operation of the eDepartment (eVET Marketing Strategy)
- Develop an awareness among key staff of the professional development options for moving to teaching online (FlexWays)

Contribution to Riverina Institute's flexible learning practices

Overall, the use of AFL Framework products and services focused the Institute's attention on developing and moving to the next step in our flexible learning journey – into online and blended delivery. We feel strongly that through using AFL Framework products and services our organisation is better positioned to continue and grow our commitment to flexible learning.

We now have an Institute level delivery mechanism that will provide an outstanding exemplar for online learning delivery that will support the widespread integration of online learning technologies into all delivery modes, through a blended learning approach. The eDepartment will allow us to move into a market that supports the needs of our clients in isolated and regional areas, and enable an expansion of our course offerings at the higher end of the market. This move is leading the way in TAFE NSW and will position Riverina Institute at the forefront of online learning.

More detailed information is contained in this case study document, and on the case study website. The website contains a variety of information and resources, including some of the documentation developed from the Flexible Learning Business Planning Framework product. The website is: <http://learn.rit.tafensw.edu.au/casestudy>

1.0 Background – How did we start the Journey of flexible learning?

Overview

Riverina Institute identified the need for a coordinated approach to flexible and online learning when three Institute managers (Joy Stocker, Ken Howell, Kerry Speering) attended the ANTA Networking 97: Shaping the Online Learning Environment Conference in 1997. A joint report submitted after the conference stated that “it clearly identified the deficiencies in RIT’s approach and enabled us to focus on a new direction”.

Since then flexible learning and new learning technologies have been an integral part of the Institute’s Business Planning process. Following the appointment of a ‘champion’ of flexible learning in 1999, flexible learning and learning technologies have become familiar concepts that underpin a broad range of activities, from strategic planning, professional development, resource development, teaching and learning delivery. A ‘whole of organisation’ approach has been formalised through our ‘Be eEffective Strategic Plan’, and this has been achieved through close alignment of our Institute strategies with the Australian Flexible Learning (AFL) Framework Strategic Directions.

One of the major strategies that Riverina Institute has focused on in flexible learning and learning technologies is professional development. This strategy has been largely driven by participation in AFL Framework LearnScope Projects, as well as local initiatives. We undertook our first LearnScope Project in 1999 with a group of 20 staff from across the Institute. The group undertook modules in the Graduate Certificate in Flexible Delivery, including Principles & Practice of Flexible Delivery, Teaching and Learning Online (TALON), Developing Self Paced Learning Materials and Training and Technology. In 2001, Riverina undertook 6 Learnscope Projects; in 2002 staff are involved in 4 Projects.

In addition, Riverina Institute models flexible learning practices in the provision of professional development programs that are themselves flexible. These include one-to-one on-desk tutorials and Supported Independent Learning (SIL) programs for technology skills. These programs provide individualised, flexible and just-in-time learning opportunities for all staff. Riverina Institute now has very little need to conduct group workshops for technology training.

While our main focus has been on professional development, we have also developed infrastructure to support flexible and online learning. We have developed models for flexible learning environments and built an information technology infrastructure that supports online learning. A key goal here is the establishment of eLearning Centres at every campus and a central Teaching & Learning Centre.

We have also been involved in online learning resource development through the TAFE NSW Online Project. This project aims to move TAFE NSW toward world-class capability for online delivery through provision of infrastructure, systems, skills and online learning resources (Learningware). The project commenced in 2000 and will run over 5 years. Riverina Institute’s involvement in this project has provided opportunities to gain expertise and experience in developing Learningware, including technical, web development, instructional design, content writing, project management and online facilitation skills. These Learningware development projects have also been a catalyst for the trial and implementation of online courses.

The uptake of flexible learning and online technologies have, however, not been evenly distributed in teaching areas across the Institute. As has been the experience of many VET providers, the uptake has been predominantly in the Business Administration and Information Technology areas. This is understandable as these areas are characterised by staff with good to high levels of comfort with technology and high levels of demand for flexible learning opportunities. They are also generally ‘early adopters’ of new technology. There are, however, numerous instances of flexible learning that have not been identified formally or are instances reliant on individual teacher initiatives (i.e. lone rangers). We have recently seen

interest being generated by the promotion of TAFE NSW Connect Learningware and AFL Framework Toolboxes in other areas, which will see the continued expansion of flexible and online learning.

There are also difficulties and inconsistencies in how flexible and online learning is implemented. Teaching sections request access to online learning resources, but there is often insufficient change to teaching practise or inappropriate use of resources because of the lack of experience and support of individual teachers. Often in areas where the uptake of online learning is minimal, teachers are lone enthusiasts. Riverina Institute staff are not required to teach online or flexibly or to use online resources. It is a matter of choice, which means a slow change process, but one that will ultimately be more sustainable.

The issue of 'late adopters' of flexible learning and online technologies was a part of Vicki Marchant's focus as the Institute's Flexible Learning Leader (FLL) in 2001. Vicki undertook a program of professional development and research that has contributed to the Institute's directions for embedding quality flexible and online learning in the practise and culture of the organisation.

Vicki's participation and research has indicated that what teachers and Institute management needed that wasn't already being done to generate change was an exemplar – a model – of the online learning/delivery paradigm. The model has been developed as part of this Case Study project and, when implemented, will provide:

- access to online learning for our distributed and isolated learners
- an opportunity for staff to see and experience online learning in an environment that is geared toward both learner and teacher support
- skills in online learning that teachers can take back to and share with their campus-based departments

The ultimate aim is quality online/blended learning in all teaching departments across the Institute.

Previous ANTA/AFL Framework Involvement (Summary)

Networking Conferences

- Since the three Institute Managers attended NET*Working 97 and formulated a plan for flexible learning for Riverina Institute, staff have attended every subsequent Networking Conference, including the online conferences.
- NET*Working 99 – Vicki Marchant, the newly appointed Manager, New Learning Technologies attended
- NET*Working 2000 - 20 staff attended
- NET*Working 2001 - Vicki Marchant, Jo-Anne Stavely, Joy Stocker and Guy Kemshal-Bell presented workshops and 8 staff attended
- NET*Working 2002 – 5 Institute staff presented workshops/discussions and 40 staff participated.

LearnScope Projects

- 1999 first LearnScope Project
- 2000 three LearnScope Projects
- 2001 6 LearnScope Projects in a variety of areas: Preparing for eLearning, Developing online resources for Workplace Safety, Integrating Computers for Literacy Learning, Assessment & Workplace Training Going Online, Online skills for the Electrotechnology Field, Investigating Telecentres.
- 2002 4 LearnScope projects: TPC Online, Building an Institute Virtual Learning Community, Staff Induction Online and Digital Storytelling.

Flexible Learning Leaders 2001

Vicki Marchant was successful in gaining an AFL Framework Flexible Learning Leaders scholarship program and undertook an investigation into late adopters of flexible/online learning and learning technologies. Recommendations and learning from this program have contributed to the development of the Institute's 'Be-effective strategic plan' and Teaching and Learning strategic plans.

2.0 Case Study Project – Where to from there?

Setting up the Project Team

This case study logically followed on from a business planning item that was dealt with by an Institute working group prior to the commencement of the project. In fact the linking of the business plan item, the 'germ of an idea' for an eDepartment and the case study sparked an exciting and synergistic process that has been underpinned by widespread support and interest.

The Business Plan item (BP10) required that the Institute "identify and select the best models for the management of online learning". The working group identified four models:

- teaching department based delivery (online, blended, face-to-face)
- multi-department, multi-campus
- Institute level eDepartment
- individual teacher developed/delivered courses – 'lone ranger'

The only model that provided a strategic, coordinated approach to developing and implementing online learning was the eDepartment concept. It was agreed by the working group to investigate and develop this model. This is where the link to the RTO Case Study Project was made and our success in gaining funding supported the commencement of the next stage of the project.

The case study project team was based on the BP10 working group, with the addition of several key people, particularly Head Teachers, the Institute Librarian and a representative from the Educational Planning Division. It was felt that representatives of all stakeholders needed to be involved in the project in order to attain credibility and ownership at all levels of the organisation. This proved to be the case as the project progressed and the model was presented to top level management for endorsement. A number of teachers and other staff have already expressed interest in being involved in this initiative.

The case study involved the use of the following AFL Framework products and services.

Flexible Delivery Business Planning Framework

The Flexible Delivery Business Planning Framework is designed to facilitate the effective development and delivery of sustainable flexible delivery solutions. The Flexible Delivery Business Planning Framework assists in the implementation of any change-management associated with the implementation of flexible learning.

The Flexible Delivery Business Planning Framework encourages a logical approach to managing the change towards flexible learning and provides key questions that need to be answered when planning for flexible learning delivery outcomes.

The Flexible Delivery Business Planning Framework was selected for the case study because its purpose aligned with our intent to develop a business case and solution to the problem of an Institute-wide delivery model for managing online learning. The Framework deals specifically with flexible learning situations and so was seen as more relevant to our case than general business planning processes.

Toolboxes

A Toolbox is a collection of resources, suggested learning strategies and supporting material to support online delivery of qualifications from recognised Training Packages. Toolboxes are cost-effective materials, which enable providers to deliver training programs online.

Toolboxes have been developed with a strong focus on effective teaching and learning strategies, aimed at motivating learners through purposeful tasks and via interactions with others.

The Diploma in Business (Administration) Toolbox was selected as a product to be implemented in the Case Study as it had been field tested by Riverina Institute and identified as a useful and educationally sound product. In addition, the eDepartment model being developed required the identification of courses that could be delivered online. The piloting of the Diploma Toolbox would provide valuable information on what worked, why and how in an online delivery model.

FlexWays

FlexWays is a web-based professional development planning resource for people working in Vocational Education and Training 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 will be implemented as part of the professional development strategy for the eDepartment concept. The concept incorporates a significant focus on professional development for teachers as a strategy for distributing and sharing the learning that will occur as our experience in online delivery grows.

Teachers will be offered opportunities for professional development, including coaching and mentoring to attain the required skills for supporting/facilitating online learning.

This product was selected for inclusion in this case study because it supported the professional development philosophy underpinning the model we wanted to develop and because it provided a model for the use of online tools in managing work and learning. The strong link between FlexWays and the Institute's Individual Professional Development Planning process also influenced the decision to include this product.

3.0 Case Study Project – Where did we go?

The various AFL Framework products and services chosen provided excellent support for Riverina Institute in our journey to move our flexible learning initiatives to the next level. We see the establishment of the eDepartment as a stage in the long-term objective of integrating flexible learning throughout our organisation.

The Process

The project team met once a month throughout the project. The meeting time was mostly taken up with working through the Flexible Delivery Business Planning Framework and the process of developing the Business Case document and 'solution' – the eDepartment Model. Tasks were set for each team member to undertake between meetings. Information was collated between meetings and distributed to all team members to ensure that the face-to-face meetings were productive.

Flexible Delivery Business Planning Framework

This product was used for market analysis, planning and developing the eDepartment model for online delivery. Selected questions in each phase of the Flexible Delivery Business Planning Framework supported the development of a business case for the eDepartment.

The process of using this product involved a number of steps. Initial review of this product by the project team was not positive. We had printed the framework document from the website and the format, complexity and length of the document were quite daunting. So the team decided that we needed to reduce the size and complexity of the document and eliminate any irrelevant questions so as to refine the process of working through it. The project manager undertook this task and redistributed the reduced document to the team. This enabled the team to begin the process of working through the framework at the next meeting. The team members were able to provide expert advice and support on issues related to their field as the framework was developed, and also help the process of acceptance and commitment of the proposals developed.

The project team met on a regular basis to work through the issues raised in the product. Feedback from team members indicated that the process was a valuable one that focused the attention of the group on important considerations in the development of the eDepartment concept. Equally, working through the questions in the framework provided reassurance for project team members that the proposal was worth pursuing.

As the project continued, the step-by step structure of the framework provided a cohesive approach. This was particularly important for the team, given that meetings were held 3-4 weeks apart. The direction provided by the framework allowed the team to focus on a new set of considerations at each meeting. The team continued to work on each section of the framework between meetings. Information was collated and redistributed to team members prior to the next meeting. This enabled us to work more quickly through the framework, which proved to be quite a long and detailed task.

In saying that, the product raised specific issues in Section 1 that identified areas to be addressed, such as:

- staff capability
- market readiness, and
- administrative support

This information then provided a good platform to move to the next section, which was to examine and develop a business case for the eDepartment.

In Section 2, 8 key considerations are presented for analysis. The first of these asked us to consider whether there was a market for the service that we were planning to develop, and the next was a self assessment of whether the proposal was consistent with our organisation's strategic priorities. In each case, after discussing the questions and

brainstorming issues we were satisfied that the eDepartment was the appropriate model to pursue. This continued as we worked through the other 6 key considerations.

One of the more significant outcomes for us was that we realized that we needed to put more work into the financial aspects of the model (item i8 of the framework).

The Flexible Delivery Business Planning Framework was especially helpful in guiding us through a range of issues in a coordinated and comprehensive manner. In addition, there were many issues that we may not have considered that the framework required us to examine, eg the detailed market assessment.

By working through the Flexible Delivery Business Planning Framework, we were able to create a viable business proposal to put to Riverina's Management Executive (MANEX). This business proposal has been endorsed by that executive and we have commenced implementation of the eDepartment for 2003.

Toolboxes

The Diploma of Business Administration Toolbox was used to deliver the Diploma course online in the planning phase of the eDepartment. In addition, other Toolboxes have been identified as being useful resources and will be added to the suite of Toolboxes delivered through the eDepartment as demand and staff expertise expands.

The Diploma of Business Administration Toolbox has been used by the Riverina Institute for more than a year. Initially it was used as support resources for teachers wishing to upgrade their technical qualifications to meet training package requirements. During the case study though, it has been used for mainstream students undertaking the Diploma in Business Administration.

The Toolbox was originally installed on our server and a communication centre set up via TAFE's Webboard facility. However this proved quite slow for chats and also found that students did not access it enough for bulletin boards/forums and instead sent work to facilitators instead of posting. To overcome the slowness of the chat, MSN was used as all students were working from home computers. MSN doesn't work through the TAFE firewall and another downside is that the chat room can only hold a limited number of participants.

The teachers using the Toolbox have reported a high level of satisfaction with the way that the Toolbox has supported the flexible delivery of the Diploma. At this stage, the Toolbox has been as an internet resource linked with a communication system for bulletin boards and chats (i.e. Webboard and Microsoft Network (MSN)). The next step for the Institute is to integrate the Toolbox into the Institute's Learning Management System, and also to map the content against the competencies contained in the new Business Services Training Package.

The use of the Diploma of Business Administration Toolbox has allowed our organisation to move into teaching the Diploma in Business Administration in a purely online model that would otherwise not have been possible. The excellent resources provided in the Toolbox supported the online delivery very well. As a result, we are now considering how we may be able to use a number of Toolboxes in our eDepartment.

Currently in a bid to meet AQTF standards we are collaborating with another Institute regarding mapping of content against current training packages, developing and customising new content and possible joint delivery.

One of the teachers using the Toolbox remarked:

"We recently piloted the Diploma of Business Toolbox, and had many novice internet users. They found that navigating the site was very simple and refreshingly free of objects, such as heavy graphics, which could slow their computers down. The content of the Toolbox is presented in simple, non-technical language and links are provided to pop-up boxes if any terminology needs explanation."

Other teacher remarks include:

“I found them [the Toolboxes] very useful, especially when you have a situation where you have a number of students who are working at different stages.”

“It was easily laid out, in chunks of information. Also was good because we could adapt it to our modules.”

FlexWays

FlexWays is a product that we had not used effectively prior to this case study. This was not due to any failing on the part of the FlexWays tool, but rather the timing and manner of implementation of the tool. We have now identified ways of integrating FlexWays into our business operations through our annual review and professional development process (IPDP). FlexWays will become a required tool for teachers wishing to participate in the eDepartment.

During the project we were able to use FlexWays in a limited sense and captured some useful information (described in the next section of this Case Study). This has given us a better understanding of the operations and value of FlexWays. Within the scope of this Case Study project:

- we conducted workshop sessions to introduce the FlexWays concept – attendees, particularly section heads, requested follow up sessions with their staff
- staff that attended the workshops found that the tool was very simple to use and allowed them to consider a range of aspects of their professional development.
- we found that the product could be useful in our IPDP (Individual Professional Development Planning) – individuals could use FlexWays to identify goals and particular skills required; team plans for teaching sections, Learnscope teams
- one participant, after doing a FlexWays session, used FlexWays to create a learning plan which she then discussed with ST&D (Staff Training & Development) to identify strategies, programs, courses, etc. that she could undertake to develop the skills she identified. She listed these in her plan and then discussed the plan with her line manager. She is now keen to get started!

The Institute offers all permanent staff the opportunity to develop an Individual Professional Development Plan (IPDP) on an annual basis. The Staff Training and Development Manager is keen to ensure that staff are aware of the capabilities of Flexways and use it to assist the development of their annual plans. We have identified the role of FlexWays in the eDepartment model as a methodology to support the underpinning professional development aim of the concept. Flexways identifies a comprehensive range of skills required for teachers and other staff involved in flexible and online learning development and delivery.

Some quotes from participants include:

“it will be satisfying to be able to see the skills being completed in the plan on the screen”.

e-VET Market Research and Planning Workshop

Another AFL Framework product that we had not included in our initial proposal, but identified as a relevant and useful product, is the e-VET Market Research and Planning Workshop.

A project team member representing the marketing/business development area of our organisation attended one of the eVet Marketing workshops run by the AFL Framework and reported to the project team. In essence, the workshop helped us to clarify our key strengths from a marketing perspective, and also to identify an appropriate profile of courses for the eDepartment. The identification of niche markets was also an important part of the value gained from participation in the workshop.

4.0 Case Study Project – What did we find?

Tips for the use of the AFL Framework products

Flexible Delivery Business Planning Framework

- establish a committee/working party that has representation from across the organisation, including staff who can champion the proposal to senior management and staff
- hold regular meetings to ensure that the framework is worked through in a methodical way
- allow adequate time to effectively work through the framework – some of the issues invoke debate/discussion and others require resolving outside of the committee or further advice needs to be provided
- maintain communication between meetings so findings are shared and collated progressively
- seek expert input into the framework where required, eg. marketing department, finance, experts in risk assessment/management
- review the framework before commencing to work with it – you may find that you need to modify the questions, eg. remove some, change, add.

Toolbox

- Student feedback focussed on facilitators being available for communication or when problems occur.
- Prompt feedback and acknowledgement when work or assignments had been received kept the learners motivated
- Regular weekly chat sessions to keep in touch, explain any concerns learners may have etc, built a sense of group belonging.
- Structure work to be completed weekly. This kept the learners focussed and although at times a struggle to meet deadlines, learners acknowledged that without this presence they were less inclined to complete work.
- Although Toolbox resources were good, facilitators found that sometimes material needed to be supplemented
- Online assessments were both work placed focussed, but case studies were provided for those without access to a current workplace.
- The layout/design of the Toolbox was rated highly
- Integrating the Toolbox into a Learning Management System would overcome problems with the communication aspect of delivery.
- Use of MSN meant learners could “catch” each other online and have chats about the module they were studying.
- Try not to save delivery/contact hours as the facilitator requires as close to the nominal hours as possible if they are to provide a high level of customer service.
- Include an orientation to online learning at the beginning of every course in a f2f classroom if possible as this helps the learners to adapt to the new technology faster and will solve small problems such as: students needing to set up hotmail accounts, not being familiar with chat and forums etc. unless learners are already familiar with online learning.

FlexWays

- provide ongoing support for staff to develop their FlexWays plans.
- link to existing professional development planning processes and projects – individuals could use FlexWays to identify goals and particular skills required; team plans for teaching sections, Learnscope teams
- FlexWays can be used to create a learning plan for discussion with the organisation’s Staff Training Manager and/or staff line managers.
- participants liked the tracking feature – “it will be satisfying to be able to see the skills being completed in the plan on the screen”.
- encourage staff to identify a timeframe for each of the learning goals – FlexWays does not include a start date for each activity/learning goal.

5.0 Conclusion – Where did we end up?

Involvement in this case study has been a real bonus for the Riverina Institute. As a relatively small rural Institute (in NSW terms), we believe that flexible learning initiatives hold the key for us in driving our organisation towards dynamic solutions that meet the needs of our clients in the best way we can.

The eDepartment model that has been developed as a result of assistance from AFL Framework products and services has enabled the establishment of a department that will be extremely flexible. This case study has provided the opportunity to document this learning. Teachers involved will continue to work from their campus-based departments and so the benefits of their newly developed skills and experience will be devolved to the campuses. As more teachers in more campuses and across more disciplines gain experience with online learning through involvement in the eDepartment, the more eLearning will become part of campus-based learning. The benefits of this will then flow to all learners.

Research is beginning to identify the benefits of combining online technologies with face-to-face methods of learning, particularly online communication and collaboration tools and simulated work environments. This is evidenced in our experiences in the Facilitating and Managing eLearning (FAMe) course developed and run by TAFE NSW and in the use of the Toolbox for the Diploma in Business Administration. The concept of the eDepartment will further support this integration, thus changing our on-campus delivery paradigm to one of blended learning. In this change process the eDepartment will provide a powerful exemplar. We are very excited about the future of teaching and learning that the eDepartment model promises to create. Not only will options for learners improve, but so will pedagogy and facilitation of learning.

This case study, and in particular, the Flexible Delivery Business Planning Framework was key to the development of a detailed Business Case and Model for the eDepartment solution. This was a challenging process, but one which the project team felt contributed significantly to developing a model that is both viable and sustainable. The process also enabled the project team to develop documentation that was understood by and convincing to top and middle level management in terms of gaining endorsement for the implementation of the model.

The eDepartment has, in fact, been endorsed and the implementation phase begun. The Institute has already identified a cost centre and administration officer, seconded a Head Teacher (0.5) and commenced a marketing and promotion campaign for the courses to be offered in 2003. The trial eDepartment will be up and running at the start of 2003. All we need now is a name!

This is an exciting development for Riverina Institute, as it is the first online delivery model of its kind to be implemented in TAFE NSW. The model that we have developed is different to anything tried by other organisations. The model allows for a very flexible, almost cost-neutral approach that is underpinned by an Institute philosophy of professional development, learner and teacher support and sharing of learning and expertise. Our involvement in this Case study has enabled us to move quickly to develop and implement online delivery. The presentation of the model to top and middle level managers convinced them that we needed to have the eDepartment up and running for 2003. This is now being achieved.

Additional information, copies of documents, audio recordings of comments and responses about the AFL Framework products can be found on our case study website at <http://learn.rit.tafensw.edu.au/casestudy>

6.0 Glossary of Terms

RIT	Riverina Institute of TAFE (now TAFE NSW - Riverina Institute)
CPI	Continuous Process Improvement system (Quality Management System)
IPDP	Individual Professional Development Plans – annual plans developed by all permanent staff in the institute in conjunction with their line manager
MANEX	The Management Executive of Riverina Institute
ST&D	The Staff Training and Development Unit at Riverina Institute

7.0 Acknowledgements

- **Project Team:**

Vicki Marchant, (Manager, New Learning Technologies) - Project Manager/FlexWays
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Marie Hunt (web design)
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- **Consultation and Institute Representation**

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John Reid, Project Sponsor, Director Educational Development

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Participation in the case study has been a rewarding and positive one for us and we would certainly encourage other training organisations to follow a similar process in accessing and using AFL Framework products and services as a means of initiating organisational change.