

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'

William Angliss Institute



Developing a flexible learning business plan

26/11/2002

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.

Copyright:
© 2002 Australian National Training Authority

This work has been produced with the assistance of funding provided by the Commonwealth Government through the Australian National Training Authority. Copyright for this document vests in ANTA. ANTA will allow free use of the material so long as ANTA's interest is acknowledged and the use is not for profit.

Contents

Case Study Summary	4
Introduction	6
Organisation Overview	6
1.0 Getting Started – Selecting The Right Australian Flexible Learning Framework Products And Services	8
2.0 Putting Flexible Learning Into Practice With Australian Flexible Learning Framework Products And Services!	22
3.0 How To Get The Most Out Of AFL Framework Products And Services	28
4.0 Conclusion	31
5.0 Glossary of Terms	32
6.0 Acknowledgements	33
Appendix 1	35
Flexible Learning Business Plan	34

Case Study Summary

William Angliss Institute is a specialist TAFE Institute, situated in Melbourne, which provides training in tourism, hospitality and retail foods.

The major objective of this case study was to develop a workable business plan using Australian Flexible Learning (AFL) Framework products and services that would guide flexible learning activities across the Institute. While there had been significant advances in flexible learning at William Angliss Institute, and its advancement was supported in broad terms in Institute strategic plans, there was no cohesive, measurable plan in place to facilitate its growth.

It was decided that a flexible learning status summary would be developed in the first instance, to ascertain what was happening and the major barriers to further development. Workshops were followed up by one-on-one meetings with key staff members. The result was a document that provided the basis for the flexible learning business plan.

Several key issues impacted on the choice of ICT activities that became the core of the business plan. Through the status summary, it was found that there were generally low levels of ICT skills among teaching staff, and that this was a significant barrier to introducing activities. There was no central funding available from the Institute budget, and some departments were operating within strict budgetary constraints. It was decided that core activities to be included in the business plan would involve all staff in compulsory, regular use of ICT as part of their duties. It was also decided that the plan would be a 'living document' that would be audited and updated every six months, ensuring that the skills gained would be built on in a planned manner.

To ensure that the plan effectively utilised the key flexible learning options available, four AFL Framework products and services were chosen to be included in Institute activities. They were:

- Flexible Learning Leader
- Toolboxes
- LearnScope
- Flexible Delivery Business Planning Framework.

Each of the products has contributed to the advancement of flexible learning at William Angliss Institute. With a Flexible Learning Leader guiding the process and ongoing improvements, Toolboxes operating in the two major teaching areas, a number of LearnScope projects adding to specific flexible learning activities and the Flexible Delivery Business Planning Framework available to guide new

ventures, the Institute is now moving more confidently into increasing its flexible learning provision.

Participation in the RTO Case Study Project has contributed significantly to the Institute's flexible learning capabilities. It has provided the impetus and support that allowed the research and development of a workable flexible learning business plan (see Appendix 1) that has the commitment of Executive as well as stakeholders across the Institute. Already, it is obvious that the business plan and Australian Flexible Learning Framework products are key factors that will advance the usage of ICT throughout all teaching departments.

Introduction

Organisation overview

For 60 years, William Angliss Institute of TAFE has been Australia's premier provider of tourism, hospitality and retail foods training. It is the largest government-funded specialist TAFE institute in Australia. Over 8,000 local students and more than 450 international students from 25 countries undertake studies at William Angliss Institute annually.

A reputation for excellence, specialist staff and modern facilities ensures that each year William Angliss Institute is first choice among secondary school graduates and mature age students for hospitality, tourism and food industry programs.

The Institute delivers training from Certificate I to Advanced Diploma programs to a range of client groups including apprentices, trainees, school leavers, industry partners and international students.

In 2000 and 2001, the Institute won the State Training Board *Training Provider of the Year* award. The Institute has also entered the Victorian Tourism Awards 'Hall of Fame' as a result of winning the Industry Training Provider of the Year for three consecutive years.

Background to flexible learning capability

Prior to the instigation of this project, the Institute had implemented flexible learning in an ad hoc manner. This was due to the fact that flexible learning was primarily the responsibility of teaching areas, and these areas had conflicting priorities and budget constraints. As well, many teachers were not supportive of flexible learning due to limited ICT skills and fears for job security.

The establishment of Angliss Online and the appointment of Mary Stewart-Craig, a Flexible Learning Leader, had improved the situation, and some areas were forging ahead with innovative projects and activities. The aim of this project was to grow flexible learning across all Institute areas in a planned and methodical manner.

Case study objectives

The objectives of participation in the RTO Case Study were to:

- produce a status summary that would inform the development of a workable business plan

Australian Flexible Learning Framework – 2002 RTO Case Study Project
William Angliss Institute of TAFE

- develop a flexible learning business plan that would have the support of staff and management (this is the project's end product, see Appendix 1)
- introduce Australian Flexible Learning Framework products that would assist in the development of flexible learning and ICT activities
- introduce a system to ensure that gains were measurable and regularly reviewed.

1.0 Getting started – Selecting the right Australian Flexible Learning Framework products and services

Where are we now?

Preparing a summary of current activities

The first step in developing the flexible learning business plan (see Appendix 1) was to prepare a summary of flexible learning activity throughout the Institute as at 30 June 2002. While there was some centralised programs, individual teaching and non-teaching areas were also implementing their own projects. There was no documentation of these activities, and it was seen as vital to building the business plan that a current status document was prepared.

An initial workshop was held to look at Institute strategic direction for flexible learning, identify strengths and weaknesses, identify key players and establish parameters for the project. The workshop included participants from all teaching areas and other sectors of the Institute with an interest in flexible learning.

Note: There was some discussion about usage of terminology relating to flexible learning. The Glossary (section 6) lists our understanding of what the relevant terms mean.

William Angliss Institute flexible learning status summary (as at 30 June 2002)

A flexible learning status summary was developed to provide a basis for the flexible learning business plan.

Strategic direction for flexible learning

William Angliss Institute management strongly supports the growth of flexible learning throughout all Institute programs and activities. The William Angliss Institute Strategic Plan 2002 outlines a number of key

objectives directly relating to the growth and development of flexible learning. These are:

- to provide online access to and downloading of learning materials
- to implement a learning management system to facilitate access to online learning materials and associated student records management
- to provide online group discussion
- to allow for electronic submission of work
- to identify the professional development requirements of all teaching staff in relation to achieving ICT literacy targets
- to document teacher credentials and ongoing development in ICT competencies
- to provide suitable PD programs to enable teachers to reach ICT literacy targets
- to develop accountability by staff for their own PD development.

Flexible learning over the last three years

Following is a summary of William Angliss Institute online activity as measured in student contact hours through the TAFE Virtual Campus (Web CT) over the last three years.

Activity	1999 SCH	2000 SCH	2001 SCH	2002 SCH
On campus enhancement/hybrid delivery. Activity is primarily in a support role of access facilitation, provision of professional development, and support for development and quality assurance. Responsibility for delivery rests with the individual program areas	0	24,960	35,497	22,810 (Semester 1 only)
Off campus online delivery Activity is predominantly centered around delivery of hybrid programs to clients and projects activity	0	9,665	44,788	68,021

Key issues in flexible learning at William Angliss Institute

The key issues impacting on flexible learning at William Angliss Institute are:

Strengths

- a number of trained, enthusiastic, committed teachers
- a unit dedicated to the advancement of flexible learning at the Institute
- management support
- student/industry interest in flexible learning options

Weaknesses

- teacher reluctance to embrace new teaching modes
- lack of skills in some staff
- lack of coordination between three flexible learning areas at the Institute (Angliss Multimedia, Cybercentre, Angliss Online)
- flexible learning not a priority for some middle managers
- perceived lack of resources (time, time release) to develop flexible learning materials

Opportunities

- funding opportunities available to develop and introduce flexible learning
- OTTE policies require increase in flexible learning from Institutes
- can build on successful current programs

Threats

- competitors increasingly offering flexible learning choices to clients
- reducing central funding means new ways of delivery essential
- increase in providers of hospitality, food and tourism training

Current flexible learning at William Angliss Institute

The Institute recognises the value of flexible learning in meeting client needs in an environment of choice. This was demonstrated through the establishment of Angliss Multimedia, a specialist unit established in 1996 to develop online resources. The Learning Resource Centre's Cybercentre was upgraded in 2002 and now includes more than 150 computers. And in 2002, the Institute established Angliss Online, the Institute's flexible learning unit.

However, any plan to improve flexible learning take up across the Institute also needed to involve all teaching areas, and managers responsible for human resources, student administration and information technology.

A summary was prepared to describe each of the areas involved in flexible learning, as follows. While each has discrete responsibilities, cooperation and integration of skills and resources are critical to provision of quality flexible learning opportunities to students and clients.

Angliss Online

Angliss Online was established to provide online training via the Internet. Its focus is to effect change management in an environment of choice to students, deliver professional development to staff, introduce flexible learning resources, coordinate and facilitate flexible learning delivery and participate in tender activity and fee for service programs that will increase flexible learning activity. Angliss Online oversees flexible learning across the Institute and is responsible for management of all the projects listed in this case study.

All knowledge management is overseen by Angliss Online. An administrator manages the online platform and collates all activity into an access database that documents delivery instances and links teachers to students for delivery. From that, staff can gauge levels of activity and manage risk. With all the delivery instances (templates), backups are maintained on CD-ROM and on the platform. Version control is maintained under the ADC Advance Disk Catalogue database, to comply with Australian Training Quality Framework requirements.

The unit has also undertaken the following specific activities to increase flexible learning across William Angliss Institute.

- A *Facilitating Online Learning Guide* has been developed for teachers, which clearly outlines their roles and responsibilities when facilitating flexible learning programs. The Unit has also produced *Mentoring Online*, a guide for mentors in the VET in Schools online program.
- Development of the *Nuts & Bolts* in-house module to demonstrate to teachers how to use ICT technology.

Angliss Multimedia



Since its establishment more than eight years ago, Angliss Multimedia has developed interactive CD-ROMs and online training products for a range of clients, including the Windsor Hotel, ANTA, Sovereign Hill and Crown Casino. Customised interactive multimedia-based learning products for the web, intranet, CD-ROM and cross-platform (hybrid) are provided on a commercial basis, including activities for the Institute.

Cybercentre



To support access to flexible learning methodology, William Angliss Institute launched a Cybercentre, part of the Learning Resource Centre, in May 2002. This houses 15 computers for teachers and trainers to provide induction and training sessions, 121 student computers with

access to email and the Internet, MS Applications 2000 and printing facilities. In addition, it houses a large online catalogue, electronic databases, CD-ROMs, LRC collection/ resources and direct access to online education sites such as TAFE Virtual Campus and CyberSchool.

Hospitality programs

Hospitality offers five off campus online introductory units, primarily to accommodate the needs of students who have missed enrolment dates, need to pick up one or two units or who wish to commence studies outside the academic semester intakes. These modules have a high cost in regards to contact and communication.

In these core units, students are allocated one hour online in a computer lab and a one-hour tutorial, both supported by teachers. They also spend a third hour in independent online study in the Cybercentre. This was introduced to assist with limited classroom availability, to assist students' technical skills and in recognition that the units are primarily theoretical and could largely be learner-driven.

Tourism programs

Tourism offers access to online course outlines and lecture notes through the Angliss Online web presence. This is seen as the first stage in providing class notes to students off campus.

Foods programs

In the Asian Cookery program, four modules have been developed and are being delivered online. These are common core modules that are applicable across the foods area. There is an introductory face to face lesson, then all communications with teachers are conducted via email. Assessment is also online.

VET in Schools

Angliss Online has been particularly successful in developing a model for the flexible delivery of the Certificate II in Hospitality (Operations) as part of the VET in Schools program, using a combination of online workplace, mentoring and practical delivery methods. In partnership with 15 secondary colleges, William Angliss Institute offers 175 hours of training to just under 200 students across Victoria. Of this time, 120 hours are spent online, and the remainder in practical training. Students attend an induction day, then study online with the support of a mentor. Many online units stand independently, while some have both a theoretical online component supported by block practical sessions delivered over holiday breaks, and formal face to face assessment.

Industry programs

Currently, there are no industry programs available online. However, the Institute has recognised the need to offer industry more flexible learning options.

Current factors impacting on flexible learning

A range of factors that impact on flexible learning at William Angliss Institute were identified, as follows.

Staff capability

William Angliss Institute employs over 500 staff in total, with more than 200 holding full time, part time or contract teaching roles. There are seven staff members at the Institute with full time roles dedicated to flexible learning. In addition, staff from across the hospitality, tourism and foods program areas utilise aspects of flexible learning throughout their training programs.

Staff have a large diversity of ICT literacy and fluency skills. They vary from enthusiasts who rapidly grasp the use of the new to reluctant adopters who are resistant to using ICT in any form. The challenge is to encourage these staff through supported activities that reduce their workload and increase confidence in the application of new technologies.

Professional development



In 2001, an in-house module entitled *Nuts and Bolts* was developed to demonstrate how to use ICT technology. All teachers involved in any aspect of flexible learning must complete this 10-hour online unit, which is provided as professional development several times a year. A unit entitled *Communicating Online* has been developed with funding

from TAFE frontiers and is now being trialled. This module equips teachers with the required pedagogical knowledge and specific communication skills necessary to successful facilitation of flexible learning. It also assists in increasing interactivity.

Staff also benefit from specific professional development projects that are listed in the next section.

Administration and support

Institute Call Centre staff and course advisers are briefed regularly re flexible learning options for students. Staff attrition means that this could be addressed better. At this stage, students do not have access to online enrolment. At present there is no interface between student administration and the QLS (William Angliss Institute's in-house student administration system), however plans are underway to remedy this.

Current activities and projects advancing ICT

The project team then identified current activities and projects that were advancing ICT throughout the Institute.

Angliss Online website

The Angliss Online website allows students to view their course/unit outlines and lecture notes that have been delivered in face to face classes. It is an unsecure environment, open to anyone who is browsing the web.

Training coordinated from Angliss Online is delivered through the TAFE Virtual Campus and utilises the CyberSchool as the first major multimedia resource. This facility includes class notes, used primarily as a support for face to face delivery, for example to assist students who have missed classes. The TAFE VC utilises the online platform



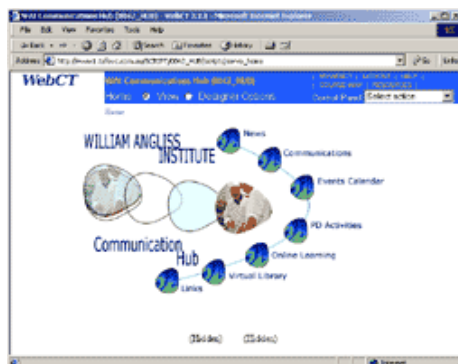
Web CT. This is a secure environment that can only be accessed by username and password. Currently, all delivery coordinated by Angliss Online is through the TAFE VC.

CyberSchool

The Angliss CyberSchool has 17 online competencies in hospitality tourism available free of charge. Access to the CyberSchool is through the William Angliss Institute website.



Communication Hub



Underpinning communications linking all ICT professional development activities is the William Angliss Institute Communications Hub. This TAFE VC unit provides secure access. Its main purpose is to provide a platform for the dissemination of information and two-way communication for all William Angliss Institute staff and those associated with flexible learning. It provides a semi-private area for staff to

communicate and for information to be disseminated throughout the Institute. Staff learn to use TAFE VC by accessing the hub and its features.

The Communication Hub is currently running in a basic form and will be further utilised over time. It is interesting that a number of client and program areas have requested their own discrete area to facilitate their individual communication needs both for on campus and off campus application. However, optimum utilisation of the Communication Hub is dependent on program areas taking ownership of their sectors and upskilling key staff in Dreamweaver via this platform. They also need to share knowledge and familiarity with the TAFE VC.

Flexible Learning Manager project

Under the Flexible Learning Manager project funded by OTTE, a range of professional development activities has been initiated. The aim is to ensure that 80% of teachers reach the required level of competency to effectively utilise ICT and deliver online programs. The major aim is to ensure that students exit TAFE institutes with a good level of ICT numeracy and literacy. This activity is proving successful, however it has been slow to start due to training accreditation difficulties and problems in finding delivery times that suit all interested staff.

LearnScope projects 2002

A range of LearnScope projects has been undertaken to improve the progress of flexible learning at the Institute.

- Project 1: Cybercentre promotion and professional development for teachers

Providing professional development to teachers on the resources and activities related to the centre.

- Project 2: Encouragement to web shy and CyberSchool reluctant teachers to utilise a range of online resources.
Initiating online activity to encourage web shy and reluctant staff to use online resources.
- Project 3: Introductory developing of teaching and learning notes for uploading on the web
Providing training in developing online teaching and learning materials.
- Project 4: Advanced teaching and learning notes for loading the web
Providing advanced training in developing online teaching and learning materials.
- Project 5: Flexible delivery workshops
Holding workshops to increase awareness and knowledge of ICT and online applications.
- Project 6: Professional development, leadership skills from Angliss Online
Research, attendance at conferences and mentoring visits locally and interstate.
- Project 7: Online unit – Koori trainees in tourism programs
Professional development training to support teachers delivering tourism programs to Koori trainees.
- Project 8: Communication online – hospitality teachers
Providing an introductory program for facilitating and e-moderation skill development for teachers
- Project 9: Online unit review
Updating current online hospitality resources, including the addition of work based projects.

Toolboxes

In 2001, William Angliss Institute staff were involved in testing Toolbox Series 2 Hospitality. Available on the Institute network, teachers used the product in class with students and worked with evaluators to modify it according



to feedback. In 2002-03, the same process is being applied to Toolbox Series 3 Tourism. Trialling the products assists teachers to develop knowledge of the products and to become aware of the advantages of using them in classroom delivery.

Flexible Learning Leader

The Flexible Learning Leader program provides development opportunities for vocational education and training (VET) managers to increase their effectiveness in implementing flexible learning. Mary Stewart-Craig, Manager of Angliss Online and a Fellowship recipient, has travelled overseas to further her knowledge and expertise in ICT. As a result of this activity, Mary has introduced professional development activities, and has significantly increased her knowledge of relevant methods and techniques relating to online learning, and of what other providers are offering.

Where do we want to go?

A list of what is desirable and achievable to progress flexible learning across the Institute

An initial workshop was followed by interviews with key personnel to identify where they would like to see flexible learning progressing, both locally and across the Institute, and what was possible in their areas. A decision was then made to exclude Angliss Multimedia from the plan, as it is a discrete business that operates exclusively in the commercial arena and as such has its own strategic plan and direction that is governed by market forces.

The interviews resulted in a confirmation of the principle weakness identified in the first workshop – that the main barrier to flexible learning adoption across the Institute was teachers' reluctance to engage with ICT. While some teachers were very enthusiastic and keen to implement flexible learning, a significant number were resistant to varying degrees. It was clear that an effective plan was needed to reassure teachers and to move them at a comfortable pace from the familiar to the new.



Different things affect the way teachers respond to technology – previous experience, fear of seeming incompetent and how they view their role as a teacher. And of course, personality has a lot to do with it.

Pam Wright, Flexible Programs Coordinator

The situation is also complicated by the nature of the industries served by William Angliss Institute. Tourism, hospitality and food processing are all service industries in which the demonstration of practical skills is paramount. While there is some inevitable IT usage in various industry sectors, notably tourism, the core of the industry is the interpersonal skills of its practitioners.



Our teachers are in a practical, service-oriented industry. They place a high premium on personal interaction skills and our students also expect a great deal of personal attention.

Dennis Tonkin, Manager Hospitality

It was agreed that while the business plan should address the holistic implementation of flexible learning across William Angliss Institute, a main focus should be to look at a way to ensure that all teachers began to use ICT as part of their daily activities.

At present teachers embracing technology are the more talented or energetic members of the teaching force and we need strategies and efforts to ensure that the grassroots are embraced. The challenge is to introduce online learning so that teachers are not forced out of their comfort zone and in a way that allows the natural advantages of information technology to become visible to them very quickly.



Caryl Oliver, Manager Travel and Tourism

The project team then met to look at the goals identified by each area, where they overlapped and where they were complementary. They then ascertained where and how Australian Flexible Learning Products could be used to achieve these goals.

How do we get there?

Developing a business plan

Originally, it was intended to use the Flexible Delivery Business Planning Framework to guide development of the business plan.

The Flexible Delivery Business Planning Framework is a tool designed to assist VET providers to understand the issues and challenges involved in growing flexible delivery. It requires users to identify a specific market, then takes them step by step through a series of areas identified as critical in implementing any flexible delivery of VET programs.

However, as the flexible learning business plan is a broad strategy covering multiple areas of the Institute, in this instance the Framework was found not to be a suitable tool for developing a plan of this nature. While some of the document was useful to inform the process – for example identifying strengths and weaknesses, looking at market readiness and financial viability – the Business Case section of the Framework is designed to be used for specific markets, and the William Angliss Institute flexible learning business plan incorporates a range of different markets.

It was decided to use the Framework instead to work on the viability of a new product, the development of online materials for secondary students undertaking VCAL (Victorian Certificate of Applied Learning). A decision on the expansion of this area within the Institute was still under consideration by management at the time of this report.

VCAL is very new to the education market in Victoria. With hospitality being one of the most popular streams, and William Angliss Institute's experience in successfully delivering VET in Schools, this could be a viable emerging market for us.



Mary Stewart-Craig, Manager Angliss Online

It was also intended that the flexible learning business plan would cover a period of three years. However, as there was to be no dedicated central funding for flexible learning from the Institute, program areas were not willing to commit to a three-year plan without a 'trial' first. It was agreed that the best way to guarantee results was to begin with a six to 12 month plan, reviewed and updated every six months.

The business plan, ratified by the William Angliss Institute Executive team, includes use of four main Australian Flexible Learning Framework products.

What tools can we use?

Utilising Australian Flexible Learning Framework products and services

Flexible Learning Leader

Flexible Learning Leaders is a professional development program that provides development opportunities for VET managers, leaders or champions in order to increase their effectiveness in implementing flexible learning. Flexible Learning Leaders can be senior or middle managers, or VET practitioners with a track record in flexible learning.

Mary Stewart-Craig, Manager of Angliss Online, applied for and received a Flexible Learning Leader Fellowship in 2002. Her aim was to build on her skills so that she could further integrate flexible delivery into a range of Institute programs and activities.

Her major project focused on investigating client services that are applied across a number of training organisations, nationally and internationally. More specifically she explored future directions and drivers in relation to:

- pedagogy and delivery techniques of individual online training units/modules
- delivery models and tools – converging technologies (eg video streaming, CD-ROM, online/Web CT) and models of inclusive or distributed education (the package)
- management of client programs, online enrolment, documentation, PD for staff, help desk etc.

In 2002, Mary travelled overseas to further her knowledge and expertise in flexible learning based on her major project initiatives. Since her return, she has initiated a number of new projects and is using her skills to further develop flexible learning professional development at William Angliss Institute.

My role at William Angliss has expanded significantly as a result of being a Flexible Learning Leader.

Mary Stewart-Craig, Manager Angliss Online

Toolboxes

A Toolbox is a set of web-based learning materials used to deliver training online that can also be delivered in a modified way from a CD-ROM when network or Internet access is difficult. Toolboxes focus on effective teaching and learning activities and support a central role for teachers and trainers, who can adapt and contextualise the materials for their own audiences.

Toolboxes were identified as a good way of introducing William Angliss Institute teachers and students to flexible learning. They offer teachers maximum flexibility and choice, incorporating a range of information, activities, research tasks and assessment. The case study in this document tracks the progress of introducing Toolboxes into the Tourism Department.

Toolboxes provide our teachers and students with the opportunity to experience flexible delivery in a user-friendly, workplace oriented way.

LearnScope

The LearnScope projects currently underway at the Institute will assist to upgrade staff skills and to increase the development of online materials.

LearnScope is a national professional development initiative funded by the Australian Flexible Learning Framework that focuses on the application of new learning technologies to achieve greater flexibility in TAFE education. It encourages the development of the skills, knowledge and attitudes required for applying new learning technologies for flexible learning and delivery.

The case study in this document tracks the progress of one of these projects, which is dedicated to updating online class materials in line with the new Hospitality Training Package. It entailed convening a group comprising teachers, flexible learning specialists and a representative from a private RTO to review materials and to update them in line with current flexible learning practices.

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. It assists organisations in planning for implementation of any change-management associated with the implementation of flexible learning.

At this stage, it was planned to use the Flexible Delivery Business Planning Framework to guide the development of the business plan. Given the amount of detail contained in the Framework, it was felt that this would be an appropriate tool, offering a complete structure from which to work.

2.0 Putting flexible learning into practice with Australian Flexible Learning Framework products and services

Four products were chosen to use in the case study – Flexible Learning Leader, Toolboxes, LearnScope and the Flexible Delivery Business Planning Framework.

Flexible Learning Leader

As a result of participating in the Flexible Learning Leader program, Mary Stewart-Craig, Manager Angliss Online has significantly increased her knowledge of relevant methods and techniques relating to flexible learning. On the basis of her increased knowledge and expertise, management expanded the role of Angliss Online, included its manager on key operational committees and incorporated flexible learning into all Institute strategic plans.

Mary introduced new initiatives related to flexible learning that:

- embrace a range of professional development activities
- extend her management skills into new ideas and areas
- provide support to all sectors of the Institute that engage in flexible learning
- encourage the use and integration of new technologies
- use networking to build on skills and abilities.

Professional development

Mary believes that the key to successful implementation of flexible learning at the Institute is effective professional development. To this end she has introduced a range of programs as part of a well-structured professional development strategy designed to suit participants at every level in the organisation.

The major key to success – assuming that we have supportive and knowledgeable management, reliable inclusive infrastructure, acceptance of new forms of content and learner support – is holistic professional development.

**Mary Stewart-Craig, Flexible Learning Leader
(Manager Angliss Online)**

These professional development programs embrace general ICT skills and specific skills for various aspects of flexible learning. They also recognise that the responsibility of learning has shifted from the teacher to the learner, and that both teachers and learners need to be given the skills to adapt to this new environment.

Since her return from the Flexible Learning Leader program, Mary has developed the idea of a flexible learning continuum, in which teachers progress in ICT skills at their own pace. She has also structured professional development in three definable levels – development of technical skills, development of facilitation and e-moderation skills, and divergence and increased use of other software technologies.

Management expertise

A major part of the integration of flexible learning into the Institute's program delivery is effective management. During her visits to training providers both overseas and within Australia, Mary was able to observe how best practice organisations managed the ongoing implementation of ICT. Under Mary's leadership, there was a restructure and rebranding of Angliss Online, William Angliss Institute's central flexible learning unit. With the success of the unit's activities, her responsibilities have been broadened to include all Institute materials development. She is now set to consolidate and expand these activities over the coming years.

Support

Through the experience gained from participation in the Flexible Learning Leader program, Mary has a firm belief that a solid and supportive infrastructure is vital to the successful introduction of flexible learning. To that end, she has developed a basic workable flexible learning business plan (see Appendix 1) that is embraced by all sectors of the Institute. Her department, Angliss Online, is available at all times for advice and support of any flexible learning initiatives. All staff are encouraged individually and in groups to pursue activities that will enhance flexible delivery to all clients. Also, staff are particularly mentored in the need for supporting learners.

Technology

The Flexible Learning Leader program provided Mary with the opportunity to see and experience the very latest in online technology. She also learned about the various uses of converging technology in relation to

online, and about the reaction of staff to usage of these tools. As a consequence, the focus of Mary's interaction with William Angliss Institute staff is to concentrate on the fact that everyone can engage in ICT activities without needing to be technologically knowledgeable. Her attitude is that ICT is primarily a tool to be used in providing access to training in an environment of choice.

Networking

Through the Flexible Learning Leader program, Mary forged a number of key partnerships and networks that contribute to her skills and knowledge on an ongoing basis. The contacts she formed are proving to be invaluable for support and reflection in implementing and managing change at the local level.

The Flexible Learning Leader program has assisted the Institute to initiate organisational change and to move flexible delivery provision forward. Upskilling a valued staff member through the program has increased the profile of flexible delivery within the Institute. Mary's profile (and by association the Institute's profile too) within the VET community has also been increased by participation in the program, leading to more opportunities for funding and exposure.

Toolboxes

In 2001, William Angliss Institute staff were involved in testing Toolbox Series 2 Hospitality. Available on the Institute network, teachers used the product in class with students, and worked with evaluators to modify it according to feedback. As agreed in the William Angliss Institute flexible learning business plan, hospitality and tourism teachers are progressively introducing Toolboxes into classrooms. Following is an account of the introduction of the resource into tourism classes.

Tourism teachers were wary of flexible learning for a number of reasons, primarily a lack of ICT skills, fear of the unknown and uncertainty of job security with the introduction of online activity. There are also several areas at William Angliss Institute and a number of staff members with ICT responsibility, leading to confusion about who can assist with which issues.

In Semester 2 2002, 10 teachers used the Tourism Toolbox in classes from stages one, three and five of the tourism program. They were encouraged to view the Toolboxes as an enhancement of

traditional teaching delivery, and to choose the elements they felt would best suit their students.

To oversee the introduction of Toolboxes, the Tourism Department appointed a staff member, Donna de Zwart, as the designated online representative for the area. Donna's role was to monitor staff ICT usage, to implement professional development and to be available for questions or discussion. Prior to the introduction of the Toolboxes, Donna held a workshop for participating teachers, demonstrating the products and inviting questions about their usage.

Two weeks into the semester, Donna expected use of Toolboxes to be well underway. However, this was not the case due to a number of factors, including the early semester changing of classes and administrative responsibilities of teachers. She found that most teachers were still unsure of how to use the Toolboxes in their specific areas, and had not begun to introduce them in classes. She dealt with this by:

- emailing all teachers every week to check on progress
- holding individual sessions on how to best use the Toolbox in specific subject areas
- printing off the teacher guides, so that teachers could read them at home and on public transport, etc (Note: Each Toolbox contains a guide for teachers and trainers on what the resource contains and how to use it.)

Once I worked out what was best for the individual teachers, and spoke to them every week, things started to improve. Most teachers are now really seeing the benefits of using the Toolboxes. Students are responding well too.

Donna de Zwart, Program Coordinator, Travel & Tourism

These strategies assisted, and by halfway through the semester more than 50% of the teachers were using the product with no problems. The others progressed more slowly and were given assistance as required.

The Tourism Toolbox gives us a new tool for teaching that can be used online, via CD-ROM and in print. Students love to be actively involved and to learn from a new medium. They really enjoy the flexible nature of the product and the research opportunities it offers.

John O'Donnell, Teacher, Tourism Programs

Teachers reported that many of the exercises and activities in the Toolbox were excellent and much of the theory useful. In particular, they found the list of resources to be of real value. However, they would not use the Toolbox as a stand-alone product. They found the format to be fairly dry, with few graphics and little interactivity, which does not accurately reflect the dynamic nature of the tourism industry. There was a feeling too that some of the industry-specific content was superficial.

The result is that the Tourism Toolbox will be used by William Angliss Institute teachers next year as a tool to complement the curricula.

LearnScope

This LearnScope project was initiated to enable William Angliss Institute to take online materials and update them in line with the new Hospitality Training Package and new delivery methodologies that take into account the learning needs of Generation Y. The project covered core units across all hospitality programs, and elective units from the Certificate II in Hospitality Operations (which is also delivered to VET in Schools students).

The aim was to get consistency across all units utilising a broad range of expertise from both within and external to the Institute. A committee was formed comprising subject specialists from William Angliss Institute, a representative from Student Training Hospitality Services and staff from Angliss Online. Student Training Hospitality Services is a private RTO that provides training in VET in Schools hospitality. Including a private RTO as part of the process was seen as a way of broadening representation, strengthening partnerships, and finding additional markets for training materials. The process also contributed to professional development of staff in the use of current pedagogy and flexible learning practices.

Through this project, our students gain access to relevant, current, interactive online services, which they can study at times to suit them. And our business gains because we've developed skills that add value to what we can offer our clients.

**Ben Trembath, Online and Short Courses Manager,
Student Training Hospitality Services**

The initial meeting was a 'round table' where participants divided the units of competency in the Training Package into their areas of specific expertise. They developed an action plan, together with estimated costings of the work involved for each person, and produced a series of guidelines to ensure consistency.

Participants agreed on the process to be followed, which involved:

- mapping of the assessment tools in a matrix (considering current research conducted into online where it has been determined that online is more successful when learners are engaged in project activities – role play, problem based learning, case study approach and conceptual change learning designs)
- analysing current units, updating them in line with the new Training Package, increasing interactivity and reviewing assessment and instructional design
- sending the unit to the project manager for review, then to the web editor to make it 'live' and to add multimedia applications
- loading the materials online, with a subject specialist completing a final review.

I've learned a lot about the requirements for online learning - things like clear language, precise instructions and the need for interactivity. Our updated materials will

give students a user-friendly interface and much improved learning products.

Joanne Dietrich, Hospitality Teacher

Hospitality Toolbox Series 1 was utilised as part of this project, and William Angliss Institute has gained permission to add some of these updated resources to the new Series 4 Hospitality Toolbox. At the same time, learning objects from the Toolbox were embedded back into the units being reviewed.

The result of this LearnScope project is a range of electronic training materials for online access that are engaging, user-friendly and in line with current industry practice.

Flexible Delivery Business Planning Framework

The project originally planned to use the Framework to guide the Institute flexible learning business plan, however it was found to not fit the task. The Framework is designed to assess a specific flexible learning market, not a business plan that relates to many projects and activities across the Institute.

However, relevant elements from the Framework were used to inform the business plan. For example, the project team began by working on the 'Where are we now?' section. This proved to be invaluable, as it gave the impetus for collecting material to provide a current overview of all ICT activity across the Institute. This had not previously been attempted.

The project then looked at strategic integration, and how the business plan would fit within the Institute planning processes. This provided the project team with a structure for the plan to follow, and also accelerated the plan's acceptance by management. An analysis of key issues, factors impacting on flexible learning at the Institute, and strengths and weaknesses formed the basis of the document that informed the business plan.

With the information gained, staff of Angliss Online are planning to utilise the Flexible Delivery Business Planning Framework to evaluate the viability of future projects.

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

William Angliss Institute has had a positive experience in the utilisation of Australian Flexible Learning Framework products and services, and staff have provided advice to the project on how to get the most out of the products and services used.

Flexible Learning Leader

The Flexible Learning Leader program has contributed significantly to William Angliss Institute's flexible learning programs. Mary Stewart-Craig has increased her professional knowledge and skills substantially, and formed a strong network of expert contacts worldwide. She would strongly encourage other flexible learning practitioners to participate in the program and expand their skills and knowledge in this way.

Mary applied for the Flexible Learning Leader program after seeing an advertisement in ANTA Fast Facts (a national fortnightly VET newsletter). To choose a key focus for the program, she did a self-analysis of her skills against what the Institute wanted to achieve. While confident of her management and leadership skills, Mary felt that she did not have examples of best practice in the flexible learning field to benchmark against, so made this her focus.

In retrospect, Mary would advise that future participants be very specific in their choice of study area, choosing just one or two issues to be studied in depth. Travel to best practice organisations within Australia and overseas was invaluable and recommended. She would also advise that participants undertake work experience rather than visitations, which tend to be a showcase rather than a reflection of actual practices.

Toolboxes

For the Institute, the big issue with Toolboxes was in encouraging staff to use them. The best method of doing that was not to impose Toolboxes on teachers as a mandatory exercise, but to show them how Toolboxes can be integrated with current delivery to gain positive results. Teachers selected the sections of the Toolbox that they believed would best complement the subjects they were teaching, and their personal teaching style.

They then submitted to the departmental online coordinator, in writing, an outline of how they intended to use the resource. Some wanted to use a

large portion of the Toolbox, others just several exercises, depending on individual teachers' requirements. The resource worked particularly well in the subject 'Source & Package Tourism Products' as it provided strong research links that added value to this subject.

Teachers require professional development in effective usage of the products, and ongoing support from a designated 'leader' familiar with the products. The departmental online coordinator organised an introductory session, demonstrating the Toolbox and its benefits, then initiated one on one meetings to guide teachers on how best to utilise the resource.

With the planned usage of the Tourism Toolbox next year, staff will customise to suit their requirements, and work on integrating aspects of the resource into their curricula. Much of this customisation will centre on the integration of relevant, current case studies to support the theory aspects of the Toolbox. This is essential, as tourism is a dynamic industry that is constantly changing, and materials need to reflect current industry issues. For example, the situation in Bali and the subsequent travel warnings have had a major impact on the industry and students need to discuss these issues in depth. Teachers will write the case studies, however in the first instance the customisation of the Toolbox will be undertaken by Angliss Online. Professional development activities have been scheduled for early 2003 to assist teachers to undertake their own customisations in the future.

In addition, the recently released Series 4 Hospitality Toolbox will be customised – with the addition of other units of competency to make the resource more holistic in application for use within the VCAL (Victorian Certificate of Applied Learning) program.

LearnScope

The Institute is currently involved in nine LearnScope projects with varying outcomes (see Status summary, section 1). To make the most of the opportunities offered by LearnScope, it is advisable to undertake a skills audit to ascertain the current status of staff skills. Applications for LearnScope projects can then focus on how these skills can be improved.

Staff at William Angliss Institute feel that the LearnScope projects have been extremely valuable in facilitating flexible learning throughout all areas of the organisation. LearnScope funding has provided staff with opportunities to grow their skills in a wide range of areas, ultimately increasing the organisation's capabilities to meet client needs.

Flexible Delivery Business Planning Framework

While the project did not use the Flexible Delivery Business Planning Framework as planned, it was felt that it was a very useful tool that could be utilised in the future to explore the feasibility of flexible learning projects.

The Framework gives users a series of questions that relate to all aspects of considering flexible learning for a particular VET market. The Business

Case section clarifies the benefits, then assists users to articulate how the solution supports the organisation's strategic directions, how existing strategies will be utilised to support such development, and where and how collaboration will be used to achieve desired outcomes. At each stage users are encouraged to consider if further analysis is warranted.

To get the most out of the product, the project team felt that it would be best to form a team and to divide the work on the stages outlined in the Framework, so that the process could be facilitated without undue disruption to one person's workload. For example, different people/teams would look at strategic directions, the business case, solution promotion & development, solution delivery & evaluation, and learning & improvement.

4.0 Conclusion

William Angliss Institute's involvement in the RTO Case Study project has had very positive results for the organisation and its flexible learning capabilities.

The basis of this case study was to develop a comprehensive business plan for flexible learning (see Appendix 1), which fitted with William Angliss Institute's overall strategic plan, picking up on all relevant teaching areas. Involvement in this project through the use of Australian Flexible Learning Framework products and services uncovered that ICT skills within the Institute were poor in many instances and as a result a process has been instigated to improve skills across the board through compulsory, non-threatening ICT activity for all teachers. At the same time, the business plan has the flexibility to allow for more advanced ICT activities and e-learning projects occurring concurrently.

The organisation's flexible learning business plan will be an ongoing process, reviewed every six months, whereby commitments are made by each teaching area to advance flexible learning in their programs and activities. It is not a 'competition' and each area moves at the pace that is most suitable. In this way, the change is manageable and non-threatening. So far, the approach is working well.

While this approach may not be applicable to all RTOs, it would certainly be of value to organisations that need to upskill staff and introduce flexible learning activities within budget constraints. The project has been of real and demonstrable value to the Institute.

William Angliss Institute will continue to build on the flexible learning business plan every six months, reviewing activities and adding more so that the flexible learning expertise and activities throughout the Institute continue to grow.

5.0 Glossary of Terms

flexible learning	a learner-centred and client-focused approach that makes use of delivery methods most useful to clients. It includes but is not confined to online learning
e-learning	a wide set of applications and processes which use all available electronic media to deliver vocational education and training, including computer-based learning, web-based learning, virtual classrooms and digital collaboration and uses
ICT	information and communications technology
online learning	learning via the Internet, intranets and extranets, is a subset of e-learning
VCAL	Victorian Certificate of Applied Learning

6.0 Acknowledgements

Staff involved in the case study

Mary Stewart-Craig	Manager Angliss Online, William Angliss Institute (WAI)
Donna de Zwart	Program Coordinator, Travel & Tourism, WAI
Caryl Oliver	Manager Travel & Tourism, WAI
Dennis Tonkin	Manager Hospitality, WAI
Melinda Waters	Manager Foods, WAI
Karen Stephens	Director, Carmine Consulting Services

Others that have contributed or helped throughout the case study

John Barnes	Director Strategic Planning, WAI
Viviana Costanzo	Admin Officer Angliss Online, WAI
Joanne Dietrich	Teacher Hospitality, WAI
Pauline Dine	Coordinator Short Courses, WAI
Anna Gemmell	Coordinator CyberCentre, WAI
Win Scott	Director Student Education & Training, WAI
Michael Sturmeay	Manager Angliss Multimedia, WAI
Pam Wright	Coordinator Flexible Programs Angliss Online, WAI
Ben Trembath	Manager Online & Short Courses, Student Training Hospitality Services

Appendix 1

Flexible learning business plan

Key objective	Major actions	Outcomes to date	Responsibility	Measurement
1. Increase the usage of ICT by all teaching staff by continuing and expanding ICT professional development activities for teachers	1.1 Flexible Learning Manager to develop and guide professional development program Institute-wide	Commenced, ongoing	AO	20 PD activities to be held between 1 July & 30 Dec 2002
2. Increase the overall usage of ICT by all teaching staff by introducing compulsory ICT activities	Tourism 2.1 Teachers to put subject outlines online	Commenced, ongoing	DdZ	100% by Dec 2002
	2.2 Class notes to be uploaded	Commenced, ongoing	DdZ	50% of teachers to upload some class notes by Dec 2002
	2.3 Increase online assessments	Commenced, ongoing	DdZ	100% of teachers to organise at least one online assessment by Dec 2002
	2.4 Develop inter and intra-program communications through Communications Hub (beginning with weekly bulletin)		DdZ / AO	To commence by 31 Oct 2002, accessed by 80% of teachers by 30 Dec 2002
	2.5 Teachers to develop email distribution lists for all student groups		DdZ / AO	80% of teachers by 30 Sept 2002
	2.6 Increase classroom use of PowerPoint		DdZ	50% of teachers to use PP at least once this semester
	Hospitality 2.7 Teachers to put subject outlines online	Commenced, ongoing	DT	100% Advance Dip/RMIT program and 20% Diploma program by Dec 2002
	2.8 Class notes to be uploaded	Commenced, ongoing	DT	25% of teachers Advance Dip/RMIT program to upload class notes for one subject by Dec 2002
	2.9 Increase online assessments	Commenced, ongoing	DT	20% of teachers to organise at least one online assessment by Dec 2002

Key objective	Major actions	Outcomes to date	Responsibility	Measurement
	2.10 Teachers to develop email distribution lists for all student groups		DT/AO	80% of teachers for at least one subject by 30 Sept 2002
	2.11 Develop inter and intra-program communications through Communications Hub (beginning with weekly bulletin)		DT/AO	To commence by 31 Oct 2002, accessed by 80% of teachers by 30 Dec 2002
			DT	To facilitate communication for the Wine Scholarship between Distinguished Vineyards, students and teachers by 31 Oct 2002
	2.12 Increase classroom use of PowerPoint		DT	50% of teachers to use PP in their delivery at least once this semester
	Foods 2.13 Apprenticeship Training Plans to go online		DN/AO	Pilot of 3 groups – one each from Cookery, Baking, Meat – to be completed by 30 Dec 2002
	2.14 Teachers to put subject outlines online	Commencing 2003	DN	30% of teachers to put subject outlines online by June 2003
	2.15 Class notes to be uploaded	Commencing 2003	DN	10% of teachers by June 2003 to put some class notes online
	2.16 Increase online assessments		DN/AO	Hold professional development workshop on online assessment before 31 Oct 2002
			DN	20% of teachers to organise at least one online assessment by Dec 2002
	2.17 Teachers to develop email distribution lists for all student groups			80% of teachers by 30 Sept 2002
	2.18 Develop inter and intra-program communications through Communications Hub		DN/AO	To commence by 31 Oct 2002, accessed by 80% of teachers by 30 Dec 2002

Key objective	Major actions	Outcomes to date	Responsibility	Measurement
	(beginning with weekly bulletin)			
	2.19 Increase classroom use of PowerPoint		DN	20% of teachers to use PP at least once this semester
3. Ensure support materials are available to assist teachers in ICT activities	Central activities 3.1 Develop subject outline template and distribute 3.2 Develop remote authoring template		AO	
4. Increase online choices for students	Tourism 4.1 Increase the number of modules available online		DdZ	One module at each program level (4) available online by 30 Dec 2002
	4.2 Increase usage of Toolboxes in class	Commenced	DdZ	10 teachers to be using Toolbox across 8 units by Dec 2002.
	Hospitality 4.3 Increase the number of modules available online	Wine Studies identified	DT	One new module to be available online by 30 Dec 2002
	4.4 Increase the usage of Toolboxes by teachers		DT / AO	Offer workshop on Toolboxes for teachers by 30 Dec 2002
	Foods 4.5 Increase the number of modules available online		DN	One new cross-curricula module to be completed by 30 Dec 2002
	4.6 Increase the usage of Toolboxes by teachers		DN / AO*	Offer workshop on Toolboxes for teachers by 30 Dec 2002
5. Develop programs online that are accessible to industry	Tourism 5.1 Identify possible pilot activities that could be offered online	Tourism industry seminars identified to pilot	CO	Seminars available online by 30 Dec 2002

Key objective	Major actions	Outcomes to date	Responsibility	Measurement
6. Develop strategic online products in partnership with industry	Hospitality 6.1 Identify activities that could be offered online	Cellar Operations CD-Rom, in partnership with Lion Nathan	DT	To be available by 30 Dec 2002
	Coffee Academy 6.2 Identify activities that could be offered online	Coffee Program in partnership with Douwe Egberts Australia	WS	To be available by 30 Dec 2002
	Foods 6.3 Identify activities that could be offered online	Online product program, in partnership with Tadasco	MW	To be available by 30 Dec 2002
		Fish and Shellfish CD-Rom in partnership with Angliss Multimedia	MW	To begin before 30 Dec 2002
7. Introduce one new training program at WAI that can be delivered wholly or partially online	7.1 Use Flexible Delivery Business Planning Framework to identify one discrete program that could be delivered online		AO	Complete assessment of trial product using Framework by 30 Sept 2002
8. Streamline Institute online activities by clearly outlining key roles and responsibilities	8.1 Develop a policy to guide the interaction between the three key Institute areas relating to online: Angliss Online, Angliss Multimedia, Cybercentre (include division or otherwise of		AO/CC	Policy to be developed by 31 Oct 2002

Key objective	Major actions	Outcomes to date	Responsibility	Measurement
	royalties relating to products)			
9. Apply for funding to further assist Institute ICT activities, ie Learnscope	9.1 Angliss Online to continue seeking suitable projects	Commenced, ongoing	AO	Target of \$40,000 per annum
10. Develop online short courses that meet industry needs	10.1 Identify one high-demand short course that could be delivered fully or partially online	Food Hygiene (basic level) identified to pilot	PD	Short course ready to deliver online 30 Dec 2002
11. Ensure the ongoing funding and support of Angliss Online as a vehicle for the advancement of ICT activities throughout the Institute			CC	Institute budget contains funding sufficient to support Angliss Online
12. Increase profile of online activities throughout the Institute	12.1 Develop regular Angliss Online email newsletter re online activities, opportunities and 'good news' stories		AO	Commence email newsletter by 31 Oct 2002
13. Continue and expand flexible delivery of VET in VCE programs, in partnership with schools	13.1 Market programs to prospective client schools		AO	Increase uptake of VET in VCE by 20% by 30 June 2003
14. Ensure Institute infrastructure and IT support is sufficient to support online activities			Executive	Recommendations from Deloitte's review are taken up
15. Ensure online business plan is effective	15.1 Review and update online business plan every six months		AO & dept reps	First review to take place in Jan 2003 (Angliss Online and dept reps)

AO Angliss Online

DdZ Donna de Zwart (Tourism rep)

DN David Nebesky (Foods rep)

DT Dennis Tonkin (Head, Hospitality)

CO Caryl Oliver (Head, Tourism)

MW Melinda Waters (Head, Foods)

CC Chris Coates (Director, Industry
Training)

WS Win Scott (Director, Education)

PD Pauline Dine (Manager, Short Courses)

Angliss Online can facilitate the implementation of the business plan in the following ways:

2.4, 2.11, 2.18 Communications Hub

- notify Program Managers and administrative assistants of requirements, timelines and supply with a simple template for the fortnightly message from the PM to staff
- draft initial email message to all staff, and draft a sample reminder email that will be send by admin staff fortnightly



2.5, 2.10, 2.17 Email distribution lists

- liaise with IT to ensure the application is feasible
- disseminate 'how to' information to reps and/or staff

2.13 Apprentice Training Plans online

- meet with David Nebesky and Melinda Waters to plan implementation of this initiative

4.4 Hospitality Toolboxes

- hold workshop for key teachers on the benefits of using Hospitality Toolboxes (Foods & Hospitality areas)



5 Tourism seminars online

- offer Caryl assistance in implementing this initiative

8 Policy to guide online activities

- meet with Chris Coates and other stakeholders to initiate draft policy

15 Online business plan review

- incorporate business plan progress into all meetings with Program Managers
- plan well ahead for the review, asking departmental reps to report on current commitments and to identify possible commitments for the next six months