

2009 Framework Business Plan

Flexible Learning Advisory Group

October 2008

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The *2009 Framework Business Plan* guides the implementation of the second year of a four-year strategy and should be read in the context of the *2008–2011 Australian Flexible Learning Framework (Framework) Strategy*.

The Framework is managed by the Flexible Learning Advisory Group (FLAG), which has responsibility for its strategic planning, implementation and accountability. FLAG is a strategically-focused group of senior VET officers advising the National Senior Officials Committee (NSOC), the Australian Government's Department of Education, Employment and Workplace Relations (DEEWR) and the Australian Information and Communication Technologies in Education Committee (AICTEC) on national issues related to the directions and priorities for flexible learning in the vocational education and training (VET) sector, with particular reference to e-learning technologies.

Purpose

The Framework provides the VET system with the essential e-learning infrastructure and expertise needed to respond to the challenges of a modern economy and the training needs of Australian businesses and workers.

To achieve this, the *2008–2011 Framework Strategy* is focused on integrating and embedding e-learning in training and businesses through:

- building on the national investment in essential e-learning infrastructure
- investing strategically in business–training provider partnerships between registered training organisations (RTOs) and business or industry
- investing in empowering learners to take control of their own learning.

Operating context

The *2008–2011 Framework Strategy* maximises and builds on the national investment to date in essential e-learning infrastructure. The first Framework Strategy, implemented during 2000–2004, focused on raising awareness of the potential of e-learning and starting to build capability. The second Framework Strategy, implemented during 2005–2007, continued this work and focused on engaging with key target groups. Together these strategies have created a considerable infrastructure and a sound foundation for e-learning across the VET sector.

The third Framework Strategy, for the period 2008–2011, is contributing to a system equipped to respond to the challenges of a modern economy and the training needs of Australian businesses and workers by focusing on embedding e-learning in training providers and businesses. It has been developed in the context of the demands and priorities facing the VET sector in 2008–2011, detailed in the *2008–2011 Framework Strategy* and summarised as follows:

- increased expectations that training providers will be flexible and responsive to client needs
- employers and individuals expecting greater choice and control over the time, place and content of training
- changing demographics in the labour market with older workers staying longer in the workforce and the education and training needs of young workers becoming an even stronger focus in government policy responses
- increasing expectations that technology will form a significant part of training delivery
- expectation that more training will be delivered to address the demands of economic growth, critical skill shortages and rapid changes in the workplace

- pressures to maximise efficiencies and manage cost.

The demands of the sector require multi-faceted solutions embracing the wider education sector and e-learning is an important component of those solutions.

By the end of 2011, the *2008–2011 Framework Strategy* will have contributed to a future in which:

- learning is tailored to learners
- learners take control of their own learning
- teachers are effective ‘managers of learning’
- businesses are committed to e-learning for the right reasons
- there is sustainable e-learning infrastructure.

The *2008–2011 Framework Strategy* has three strategic priorities:



The *2009 Framework Business Plan* translates the strategic priorities into business activities.

Building on past Framework achievements – the road to 2009

The Framework's 2008 e-learning benchmarking data indicates a continuing upsurge in e-learning in recent years. Surveys of RTOs showed that 36% of all VET activity now formally involves e-learning. This compares with 29% in 2007, 17% in 2006, 6–8% in 2005 and 3–4% in 2003–2004.

In 2008, NSOC commissioned an independent review of the Framework, which was undertaken by The Nous Group. The Framework also featured in a review of systemic innovation in the Australian VET sector undertaken by the Organisation for Economic Cooperation and Development (OECD). Both reviews were favourable and made recommendations with important implications for the future directions of the Framework and the ongoing role of FLAG.

Most notably, both the Nous and OECD reviews found that the Framework would benefit from enhancing research activity to determine the effectiveness of previous and current investment and to help in setting future goals and directions for the Framework's activities. This recommendation and others made in the reviews are being addressed by FLAG in the implementation of the Framework in 2009.

The new structure adopted by the Framework in 2008 allowed for consolidation of national services through the Leadership Program, and the funding of e-learning strategies in training providers and industry through the Innovation Program. The achievements of these two programs are described below.

Progress through leadership

The Framework's Leadership Program in 2008 took responsibility for management of national infrastructure, knowledge creation and support services to support the mainstreaming of e-learning.

The program boosted the availability of e-learning resources for the training system by increasing the number of repositories in LORN (Learning Object Repository Network) and developing a new series of Flexible Learning Toolboxes (Toolboxes). The national framework of technical standards to ensure portability of e-learning resources has been promoted with greater levels of user support. Other standards work has produced recommendations on network management and teacher access to e-learning applications, and has explored emerging technologies.

Research was undertaken to inform a national approach to e-portfolios, supporting learner transitions between learning and employment settings. The outcomes are expected to form the basis for national agreement on e-portfolio standards, services and policies. Other research activities have included the broad-based benchmarking survey and more focused research providing data on factors impacting on the development of e-learning in support of national agendas.

Opportunities to share e-learning knowledge developed through the Framework and in the wider VET sector were provided through the Framework website, electronic newsletters and journals, online and face-to-face events, and media releases. Support services operating at the jurisdictional level assisted VET providers and their staff to make effective use of e-learning resources, techniques and infrastructure.

The program's business activities will continue to pursue these directions in 2009, taking account of the review outcomes and adapting for new contextual trends and influences.

Progress through innovation

In 2008, states and territories shared a national budget of \$5.3 million through the Innovation Program, with 147 projects funded as part of the E-learning Innovations Grants. Projects in a diverse range of industry areas were selected to drive the integration of e-learning in strategic partnerships between businesses and training providers, and to empower individual learners. These activities will deliver sustained productivity gains in selected industry areas through the adoption and embedding of e-learning.

In 2009, projects will draw on the 2008 experience in which e-learning delivery models and learning objects were developed for RTOs, business, industry and individuals. Enhancements to the provision of e-learning in rural, remote and niche markets – together with practical examples of its use in RPL (recognition of prior learning), upskilling and job readiness – are anticipated in 2009.

The funding of industry sectors in 2008 through the Industry Integration of E-learning business activity enhanced the Framework's collaborative approach to embedding e-learning, ensuring growth in business–training provider partnerships and strategic workforce development in key industries.

Five industry sectors carried out workforce planning to develop skills and improve productivity, or extend existing workforce development plans to embrace e-learning.

Two smaller projects were also funded to begin the process of embedding e-learning, including in the priority industry of aged care.

In 2009, five additional industry sectors will begin the process of embedding e-learning in their workforce development plans. Five existing sectors receiving multi-year funding will consolidate their 2008 outcomes, grow the number of partnerships, and in a number of instances expand to new states and territories.

For example, in 2009 and 2010, a project with Master Grocers Australia will include two additional states each year, building on the engagement of businesses begun in one state in 2008. Multi-year funding will mean the expected number of business–training provider partnerships will increase to 60 in this industry sector alone. Similar growth is anticipated for other industry sectors.

The 2009 Framework Business Plan

In 2009, the Framework will continue the same collaborative national approach that has returned maximum benefits to the states and territories and the national training system to date. At the same time, continuing priority will be given to ensuring that Framework business activities are integrated and connected, so that e-learning becomes an integral part of the national training system.

Collectively the business activities will:

- develop and improve the significant national infrastructure of e-learning services, standards and resources that benefit the national training system
- create opportunities for RTOs, business, industry and individuals to embrace, adopt and embed the use of e-learning practices and technologies to achieve outcomes that benefit businesses and individuals
- ensure that all funded activities emphasise the effective use of national e-learning products and standards, integrate professional development across activities and maximise the benefits of insights and knowledge that have been gained so far.

The three strategic priorities of the *2008–2011 Framework Strategy* will be implemented through two interconnected programs, as described in this Plan. The 'Build on essential e-learning infrastructure' priority will be implemented through the Leadership Program, while the 'Invest strategically in business–training provider partnerships between RTOs and business or industry' and 'Invest in empowering learners' strategic priorities will be implemented through the Innovation Program.

Under these programs, business activities will be built around client needs and funded on the basis of business cases that demonstrate how e-learning will meet business needs and/or stimulate demand from individual learners for e-learning. Activities will make use of the national e-learning infrastructure, such as e-standards, Toolboxes and LORN, and contribute to the infrastructure, knowledge and capability that support the mainstreaming of e-learning.

The Leadership Program

The Leadership Program will continue its stewardship of the national e-learning infrastructure established to support training providers in all jurisdictions in their pursuit of innovative learning solutions. As in 2008, the Framework's investment in infrastructure will drive progress through an integrated range of activities addressing the areas of technology services, knowledge resources and human connections.

Through the Leadership Program, the sector will maintain its ability to reach national agreement on technical standards for the development of compatible electronic systems and resources. This approach harnesses the power of the online environment to provide much greater convenience and flexibility for the user, whether they are a training professional seeking resources or a learner wishing to provide their learning portfolio to a range of institutions or employers.

The Leadership Program's business activities will also ensure the availability of a continuously expanding collection of knowledge resources developed for the Australian VET sector. These include customisable e-learning materials designed to meet training package requirements, and a wealth of resources for VET providers and personnel developed through both formal research and the shared experiences of practitioners. In 2009, benchmarking research will gather evidence on the uptake, use and impact of e-learning with increased emphasis on informing policy and practice in the VET sector,

and demonstrating return on investment. An additional survey will also gauge employer perspectives on the impact of e-learning.

The third infrastructure element will foster connections between people as an impetus to sustaining innovation. Online forums and communities of practice allow practitioners to share experiences, and novices to learn from experts. E-learning advisors working at state and territory level will assist training provider staff to develop e-learning strategies for their business partners and individual students. These experiences provide a rich source of information from the field to inform the future priorities of the Leadership Program.

Activities will be funded and managed nationally through the pooling of state and territory resources and expertise.

Leadership Program business activities

- *E-portfolios* – developing the national infrastructure that will provide the technologies and standards to ensure portability of a learner's collected evidence of learning, to support their ability to move between training and other forms of education, between jurisdictions, and between employers and industries.
- *E-standards for Training* – providing the ongoing capacity to ratify and promote the national standards that underpin essential e-learning infrastructure, researching new technology areas and providing support and guidance at the system and practitioner level of the effective use of new technologies.
- *LORN* – developing and maintaining LORN as the national source of e-learning and assessment resources and securing the long-term sustainability of this valuable national infrastructure.
- *Flexible Learning Toolboxes* – ensuring learners and practitioners continue to benefit from a national collection of learning and assessment resources (Toolboxes) that directly support the implementation of industry training packages and meet state and territory e-learning priorities.
- *Benchmarking and Research* – understanding the uptake and impact of e-learning by building on the previous benchmarking activities with a particular focus on measuring demand for e-learning from both business and individuals; and communicating research in terms of outcomes for clients in ways that engage audiences and support the further uptake and integration of e-learning.
- *Access to E-learning Knowledge and Know-how (AEKK)* – sharing the expertise in e-learning across the VET sector and making available information, resources and people with expertise to support practitioners and providers in adopting e-learning practices.
- *Brand Management* – providing high-quality national support and management of the Framework brand and working closely with all associated Framework business activities, states and territories to ensure that Framework outputs and outcomes are promoted to VET clients and the VET system in a consistent and coordinated way.

Attachment A provides the details of each of the 2008–2011 Framework business activities.

The Innovation Program

The Innovation Program will extend and embed e-learning infrastructure established through the activities of the Leadership Program and will identify future infrastructure requirements. This program recognises the value of supporting and enabling innovation so that e-learning is an integral part of the national training system. It will focus on supporting business–training provider partnerships that drive the integration of e-learning into businesses and training. It will also focus on supporting activities that:

- stimulate demand for e-learning from individual learners
- help RTOs to embed e-learning as a key aspect of their business strategy
- increase participation by particular groups of disadvantaged learners.

An Industry Integration of E-learning business activity will be funded and managed nationally through the pooling of state and territory resources and expertise.

An E-learning Innovations business activity will be funded through a contestable process based on guidelines ensuring that actions committed to by states and territories address both local priorities and the strategic priorities of the Framework.

These business activities are further described below.

Innovation Program business activities

- *Industry Integration of E-learning* – encouraging selected industries to develop long-term plans for the inclusion of e-learning in overall industry-led workforce development; either through direct funding of associations representing industry sectors or through clusters of businesses based on a sound business case where there is an imperative to find an innovative solution. In both cases there will be partnerships with RTOs.
- *E-learning Innovations* – awarding grants for a range of activities contributing to business–training provider partnerships and empowering learners. E-learning Innovations will be implemented to fulfil national guidelines within the context of each jurisdiction's identified e-learning and training priorities, as determined by FLAG members.

Some examples of the kind of work that could be funded are:

A remote mining company approaches an RTO with a sound track record in e-learning to deliver some training in open-cut and underground mining. The RTO undertakes a needs analysis and identifies suitable units from the *Certificate III in Mining Exploration*. It proposes an e-learning pathway involving the development of a suite of short instructional videos using point-of-view camera glasses to capture and upload assessment evidence from the field. The proposal involves supervisors, mentors and trainees and is underpinned by ongoing input, evaluation and review by a stakeholder reference group with pilot outcomes documented and communicated to determine expansion of the model into 2010.

A leading specialist RTO in the underwater welding industry applies for Framework funding to meet the challenge of delivering training to learners dispersed in remote geographical locations. The RTO draws on the Framework infrastructure and resources as the foundation for targeting e-learning resources that the RTO can support online to maximise the impact of training and minimise time off work.

An RTO contracted to deliver the Hospitality Training Package to learners with a mental illness recognises an opportunity to develop more client-centred pathways using e-learning. Learners are finding it extremely difficult to participate in mainstream training programs and are experiencing a range of issues that make skilling and reskilling difficult, such as anxiety and difficulties with the retention of information. The RTO applies for funding to customise and enrich existing learning objects from the Hospitality Toolbox to provide learning choices appropriate for this client group, offering them learning appropriate to their needs and in short sharp chunks that they feel able to achieve. The adapted learning objects are then contributed back to the national e-learning infrastructure via the Toolbox Repository for use by any other RTO.

A childcare centre wants to increase the ratio of staff with Diploma qualifications. Many of the staff have been working there for years and there are a number of younger staff who have just joined the industry. The centre approaches an RTO to ask for a tailored solution that will minimise time away from the job as well as address the needs of the diverse learner group. The RTO applies for E-learning Innovations funding to undertake a work-based pathway that uses e-portfolios and the Childcare Toolbox to create an individual plan for each learner that draws on workplace mentors, RTO staff and collaboration between learners.

Framework Business Plan reporting

The *2009 Framework Business Plan* represents the second year of the 2008–2011 Framework Strategy, approved by the NSOC in August 2007. The Strategy provides flexibility for monitoring and evaluation of activities on an annual basis. This will ensure that, over four years, Framework activities are responsive to and informed by the outcomes achieved, and that there is a growth in e-learning knowledge and expertise.

To this end, detailed Work and Finance Plans will be prepared for the two programs and their related business activities. In accordance with its Terms of Reference, the Framework will also submit mid-year and end-of-year reports to NSOC.

Framework Business Plan budget

Funding for Framework activities will be underpinned by the following principles:

- decisions on funding will be based on investments being made where there is the greatest potential for achieving results against the broad strategy
- funded activities will be based on a sound business case within the RTO or business/industry
- activities will be expected to build capability and encourage knowledge-sharing within the RTO and/or business/industry, with the recipients' information and communication technology (ICT) infrastructure supporting e-learning.

Participating organisations will need to comply with the national standards, make use of tools and infrastructure that have already been developed, participate in benchmarking and contribute their project innovations and outputs to the national e-learning infrastructure. This includes ensuring that all learning objects developed are accessible through LORN via the Toolbox Repository.

Budget summary for 2009

Program	Activity	\$
Leadership	E-portfolios and E-standards for Training	800,000
	LORN	550,000
	Flexible Learning Toolboxes	3,000,000
	Benchmarking and Research	590,000
	Access to E-learning Knowledge and Know-how (includes e-learning advisory and support function)	2,100,000
	Brand Management	600,000
	Program Leader	150,000
		7,790,000
Innovation	Industry Integration of E-learning	1,000,000
	State and territory-based Grants for E-learning Innovations	5,300,000
	– business–training provider partnerships	
	– empowering learners	
National Coordination and Program Leader	350,000	
	6,650,000	
FLAG Secretariat	FLAG Secretariat	560,000
TOTAL		15,000,000

Operating model

The Framework is a unique collaboration between the Australian Government and states and territories, working together to support and lead the growth of e-learning across the VET system.

It is funded through the pooling of infrastructure funds, complemented with investments by states and territories. The operating model for the *2008–2011 Framework Strategy* will continue to devolve responsibilities for implementation to the states and territories, on a program basis, within nationally agreed parameters.

The Framework management model maximises the strategic impact of the Framework and promotes the collaboration and networking that is characteristic of the Framework's engagement with VET clients, RTOs, business and industry, governments and training authorities.

Framework management

The *2009 Framework Business Plan* will be managed by FLAG, which is comprised of senior personnel from across Australia who advise NSOC on national issues for flexible learning in VET.

Under the Framework management model, the two program areas will be supported by national collaborative management arrangements through the FLAG Secretariat and through distributed management by individual states and territories. The key roles are:

FLAG Members

FLAG is chaired by a Deputy Secretary of DEEWR, and further comprises a nominee of each national, state and territory VET CEO and one representative of the national ACE (adult and community education) sector. FLAG includes education.au as a standing observer. As a group, FLAG members will provide advice to NSOC on national priorities for flexible learning. Each member will be responsible for managing their jurisdiction's allocation of funding and outcomes that contribute to national benefit.

Program Directors

FLAG members will be allocated program direction responsibilities. They will be responsible for national coordination, identifying program and cross-Framework synergies, fostering collaboration and sharing best practice. They will also be responsible for business activity accountability and program reporting.

FLAG Secretariat

The FLAG Secretariat provides the executive support for, and coordination of, the work of FLAG, including:

- supporting implementation of FLAG decisions
- managing the planning, reporting, review and accountability processes associated with FLAG's operation
- ensuring VET system interests are promoted through AICTEC
- coordinating internal Framework communication to facilitate networking and information sharing between Framework personnel.

The FLAG Secretariat works with programs, the Framework e-learning advisory and support function based in each state and territory, and with ACE. The Secretariat supports and is accountable to the Chair of FLAG for Framework management.

Attachment A: 2009 Framework business activities

Leadership Program

L1 – E-portfolios	
Description	<p>The E-portfolios business activity will continue as a major component of E-standards for Training. Following a year of research and consultation in 2008, E-portfolios will work closely in 2009 with key stakeholders and agencies to establish national agreement on the standards requirements for e-portfolios. The resultant infrastructure will ensure portability of learners' evidence of ability to support transitions between training and other forms of education, between jurisdictions, and between employers and industries.</p> <p>Seed funding will focus on strategic implementation and wider adoption strategies. Work with national and local information services will be undertaken to support verification of learners' formal educational records. This activity will continue to be closely associated with E-standards for Training.</p>
Objectives	<ul style="list-style-type: none"> ▪ To establish understanding of the standards' requirements to enable e-portfolios to effectively support learner transitions nationally. ▪ To reach agreements between jurisdictions and with other sectors on standards, business rules and policies to enable a national infrastructure to operate and to provide guidelines for developers of e-portfolio tools and applications. ▪ To establish an operating infrastructure that supports individual state and territory requirements while delivering national portability and verifiability of learner information.
Outcomes	<ul style="list-style-type: none"> ▪ National and cross-sectoral agreement on and engagement with e-portfolio standards, policy and business rules achieved. ▪ Operating national infrastructure in which state and territory tools for managing learner information can deliver local requirements while supporting national coverage.
Deliverables in 2009	<ul style="list-style-type: none"> ▪ Establishment of national agreement between jurisdictions and other sectors on the infrastructure, services and technical standards requirements, based on those identified in the <i>2008 VET E-portfolio Roadmap</i>. ▪ Support for the implementation of identified business rules, policies, standards and systems to enable a national e-portfolio infrastructure which supports learner transitions. ▪ Work with key stakeholders to investigate the provision of controlled learner access to national and jurisdictional information systems which support e-portfolio services, ie NTIS and student management systems. ▪ Consultation with a reference group of key stakeholders including RPL leaders, e-portfolio experts and key agency representatives.

	<ul style="list-style-type: none"> ▪ Development of sector-wide community engagement in the implementation and use of e-portfolios.
Alignment with the <i>2008–2011 Framework Strategy</i>	
Strategic direction	Build on essential e-learning infrastructure
Goal	A cohesive national infrastructure for managing learner information to support RPL and other transition processes.
Strategies	<ul style="list-style-type: none"> ▪ Research and pilot required standards. ▪ Work with jurisdictions and other sectors to reach agreement on standards. ▪ Develop policy and business rules for a national approach. ▪ Establish relevant national coordination.
Contacts	<p>Allison Miller TAFE SA P: (08) 8207 8041 E: allison.miller@tafesa.edu.au</p> <p>Owen O'Neill e-Works P: (03) 9661 8711 E: owen.oneill@eworks.edu.au</p>

L2 – E-standards for Training	
Description	<p>E-standards for Training will continue the existing NSOC-endorsed VET sector standards agreement and ratification process. Existing standards will be maintained and updated. In 2009, there will be a stronger focus on the provision of tools and support for e-standards implementation.</p> <p>New standards research will take place in areas of significance to the national training system. This will include exploring technical options for developing a 'trust federation', which would enable VET sector organisations to exchange resources and services with agreed access controls. The implications for VET from the forthcoming international Web Content Accessibility Guidelines 2.0 (WCAG2) will also be monitored.</p> <p>E-standards will strengthen its sponsorship of emerging technology trials by RTOs to enable identification of new areas requiring standards support.</p> <p>Following work in preceding years, there will be major promotion of the <i>VET Computer Network and Firewall Access Guidelines</i> and recommended requirements for e-learning functionality for VET practitioners.</p> <p>A close working relationship with other business activities and key national stakeholders will be maintained to ensure appropriate responses from e-standards to identified emerging needs and lessons learnt. For example, E-standards for Training will provide input to the implementation of persistent identifiers in LORN to facilitate e-transactions and better management of learning objects. A review of the use of SCORM (Sharable Content Object Reference Model) in Flexible Learning Toolboxes will also be supported.</p> <p>E-standards for Training will represent the requirements of the VET sector in national and international technical standards forums. The E-standards for Training website will continue to provide the major reference point for VET standards.</p>
Objectives	<ul style="list-style-type: none"> ▪ To support the national training system's essential e-learning infrastructure by standards agreed by all jurisdictions. ▪ To promote the use of standards at all levels within the national training system, including support with implementation tools and guidance materials. ▪ To research and develop standards in emerging technology areas, including ICT standards to support managing learner information, RPL processes, personalised learning and knowledge management. ▪ To provide an essential reference point on e-standards for the VET sector. ▪ To provide a basis for collaboration on standards with other sectors and international standards movements.

<p>Outcomes</p>	<ul style="list-style-type: none"> ▪ Effective ratification process for national technical standards with input from all jurisdictions. ▪ Guides, tools and implementation support available to support easy application of standards. ▪ New standards research supporting areas of significance in the national training system. ▪ Emerging technologies trialled to identify standards requirements. ▪ Greater understanding between VET training personnel and network managers regarding access to networks and e-learning applications. ▪ Support for standards research and adoption by Framework business activities and other initiatives. ▪ An identifiable VET position on standards promoted through the E-standards for Training website and advocated in other forums.
<p>Deliverables in 2009</p>	<ul style="list-style-type: none"> ▪ Continued provision of executive services to the sector's standards ratification body, the E-standards Expert Group. ▪ Maintenance and publication of existing standards, including provision of an up-to-date online reference site. ▪ Standards researched, developed, piloted and publicised in priority areas. ▪ Implementation support for e-standards in the national training system, including professional development and provision of support tools.
<p>Alignment with the 2008–2011 Framework Strategy</p>	
<p>Strategic direction</p>	<p>Build on essential e-learning infrastructure.</p>
<p>Goals</p>	<p>A strong repository network infrastructure.</p> <p>A system that can implement national technical standards that ensure portability and re-use of learning content.</p> <p>A cohesive national infrastructure for managing learner information to support RPL and other transition processes.</p> <p>The VET sector is quick and effective in adapting new ICT to support personalised learning.</p>

<p>Strategies</p>	<ul style="list-style-type: none"> ▪ Maintain collaborative focus on relevant research and update standards. ▪ Provide national ratification process for standards. ▪ Promote content standards nationally. ▪ Develop implementation guides and support tools. ▪ Ongoing systemic support for the use of new and emerging technologies that: <ul style="list-style-type: none"> – develop broad workforce capability in using new technologies – monitor, research, develop and maintain standards for new technology areas. ▪ Develop and promote network standards that enable user access to e-learning applications and resources.
<p>Contacts</p>	<p>Owen O'Neill e-Works P: (03) 9661 8711 E: owen.oneill@eworks.edu.au</p>

L3 – LORN (Learning Object Repository Network)	
Description	<p>This business activity will consolidate LORN as the major source of online training and assessment materials for the national training system. The shared infrastructure will be extended to include the broadest possible range of resource repositories suitable for VET learners and will be widely promoted to key audience groups. Promotional material and guidelines will target RTOs as potential repository members. Appropriate repository membership will be extended to include enterprises and commercial publishers.</p> <p>Online licensing and e-transactions will be a major feature of the repository service, along with enhanced search functionality and ongoing improvements to the LORN website.</p> <p>The LORN business model will provide incentives for sharing materials developed by RTOs, business and industry, including commercial publishers able to meet LORN requirements. LORN will continue to develop tools and features to suit VET needs, including strategies to support user review of resources and the share and return of customised versions.</p> <p>An ongoing governance arrangement will be established to secure the long-term sustainability of this national VET asset.</p>
Objectives	<ul style="list-style-type: none"> ▪ LORN operates as an efficient, expanding, dynamic infrastructure that becomes the preferred source of learning resources for the VET sector. ▪ LORN's principles for the development of e-learning resources and resource repositories are widely accepted at all levels within the VET sector.
Outcomes	<ul style="list-style-type: none"> ▪ VET practitioners have immediate desktop access to a national pool of relevant learning resources. ▪ Continued efficient and reliable service and governance of the national infrastructure according to nationally-agreed service-level key performance indicators (KPIs). ▪ Repository membership by all jurisdictions. ▪ Repository membership by RTOs, business and commercial publishers.

Deliverables in 2009	<ul style="list-style-type: none"> ▪ A service-level agreement for managing the national infrastructure. ▪ An e-transaction model that allows users to purchase objects from multiple repositories in one transaction. ▪ A LORN business model to reflect the interests of all jurisdictions and promote contribution and exchange of resources. ▪ Facilities on the LORN site displaying both downloadable and non-downloadable content with filtering options allowing the user to filter the different types of content. ▪ An increase in repository membership, in the range and volume of available resources and in the number of users. ▪ Documentation for repository owners, consumer access providers and users is fully maintained. ▪ Website maintenance, ongoing improvements and support to users, guided by user feedback. ▪ Effective promotion of the LORN service and the resources available through LORN. ▪ An effective governance model is maintained.
Alignment with the 2008–2011 Framework Strategy	
Strategic direction	Build on essential e-learning infrastructure.
Goal	A strong repository network infrastructure.
Strategies	<ul style="list-style-type: none"> ▪ Promote LORN to key audience groups. ▪ Support multiple organisations to contribute to repositories. ▪ Provide a seamless licensing and transaction system. ▪ Establish a service agreement for operational management under the auspice of FLAG.
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L4 – Flexible Learning Toolboxes	
Description	<p>The Flexible Learning Toolbox (Toolbox) business activity will continue to expand the national collection of learning and assessment resources (Toolboxes), which directly support the implementation of industry training packages and meet state and territory e-learning priorities.</p> <p>The Toolbox focus on modelling educational quality and the recent inclusion of online assessment and RPL tools will be retained. Older Toolbox material will be updated in skill priority areas to meet new training package requirements, technical standards and technology formats.</p> <p>Current Toolbox developments are provided in two forms – as both an integrated program and as individual learning objects. Content from older Toolboxes will continue to be extracted in learning object form for inclusion in the Toolbox Learning Object Repository (Toolbox Repository).</p> <p>The Toolbox Repository service run by this business activity will be expanded to include additional catalogues of resources from sources such as E-learning Innovations and the contributions of teachers. Consistent with this expansion will be the provision of support services for teachers and producers of e-learning content. There will be a greater emphasis on providing users with guidelines and tools to enable them to update, customise and develop their own content, which will facilitate a move towards a user-based maintenance model for Toolboxes.</p> <p>The scope of the Toolbox Champions Support Service, a crucial component of the Toolbox business activity, will extend beyond implementation of Toolbox material to include instructing users on content packaging, using the Toolbox Repository and resource discoverability through LORN.</p> <p>Building on recent work with The Learning Federation, the business activity will continue to monitor and work with the school sector in resource development.</p>
Objectives	<ul style="list-style-type: none"> ▪ To develop and maintain a national collection of quality re-usable e-learning and assessment resources. ▪ To ensure the Toolbox Repository is a major source of e-learning content for LORN. ▪ To increase the use of Toolbox e-learning content to address industry skill shortages and enterprise training delivery requirements. ▪ To support the capability of the national training sector to develop, customise and use e-learning content. ▪ To encourage VET personnel to contribute customised and newly-developed materials to the repository for sharing with other users as part of the user-based maintenance model.

<p>Outcomes</p>	<ul style="list-style-type: none"> ▪ The national collection of Toolbox e-learning resources is expanded. ▪ All training providers have direct affordable online access to Toolboxes in learning object form. ▪ Toolbox resources are more widely accessed and implemented. ▪ VET personnel are supported to update, customise and develop their own content. ▪ Learning objects from a range of sources are made available to users through the Toolbox Repository.
<p>Deliverables in 2009</p>	<ul style="list-style-type: none"> ▪ E-learning and assessment resources in dual form – Toolboxes and Toolbox learning objects – align with industry training packages and covering high-demand training areas and identified skills shortages. ▪ Repackaging of existing Toolbox content into standards-compliant learning objects and continued population of the Toolbox Repository. ▪ Contribute to and support the LORN-based business model and ensure all requirements of a LORN member repository are being met. ▪ Development and expansion of the Toolbox Repository, including catering for material from a range of sources. ▪ Provision of the Toolbox Champions Support Service to promote the use of Toolbox content and LORN and to provide broader services in supporting resource development and access. ▪ Maintain and promote national technical standards for the design and packaging of e-learning content to maximise accessibility and usefulness. ▪ Via the Toolbox website, provide tools and guidelines to support RTO developers to develop, customise and use e-learning. ▪ A national evaluation of the uptake, quality and impact of Toolboxes and learning objects. ▪ Build ongoing relationships with other sectors, including schools, to leverage the advantages of sharing resources and expertise.
<p>Alignment with the 2008–2011 Framework Strategy</p>	
<p>Strategic direction</p>	<p>Build on essential e-learning infrastructure.</p>
<p>Goal</p>	<p>A significant collection of national e-learning resources being used by RTOs across all jurisdictions.</p>

<p>Strategies</p>	<ul style="list-style-type: none"> ▪ Streamline processes for rapid development of Toolbox materials in skills shortage areas. ▪ Continue to extend training package coverage of Toolbox resources. ▪ Maintain, review and update existing Toolboxes, including integration of assessment and RPL tools. ▪ Support RTOs and business to use and customise Toolbox materials.
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L5 – Benchmarking and Research	
Description	<p>Framework activities will be supported by a range of research activities that will:</p> <ul style="list-style-type: none"> ▪ measure the uptake and impact of e-learning among target markets in the VET sector ▪ inform the development of new policy directions and future Framework activities ▪ investigate emerging technologies and their application in the VET sector ▪ provide an understanding of the needs of various market segments in the VET sector. <p>In 2009, Benchmarking and Research will have a greater emphasis on capturing and applying evidence on the uptake, use and impact of e-learning to inform policy and practice in the VET sector. In addition, the Benchmarking and Research business activity will continue to support other Framework business activities and projects to gather data and evaluate results in order to demonstrate return on investment. An employer survey will also be conducted to ascertain the employer perspective on the impact of e-learning.</p> <p>The current online E-learning Benchmarking survey tool will be reviewed, and upgraded if appropriate.</p> <p>Support for the Framework's role in policy advice to the sector will include a review and potential redevelopment of the Copyright Kitchen resource.</p>
Objectives	<ul style="list-style-type: none"> ▪ To provide evidence-based research findings that inform the activities of the Framework over the next three years, as well as planning for future Framework strategies. ▪ To provide qualitative data and case studies to communicate the success stories of the uptake of e-learning in VET. ▪ To employ strategies for increasing the uptake of e-learning that are based on a solid understanding of the needs of various market segments. ▪ To support organisations in the uptake and implementation of benchmarking as a means of supporting the quality of uptake of e-learning across VET. ▪ To provide dedicated resources for the provision of policy advice to, and on behalf of, the Framework. ▪ To ensure Framework activities and policies are influenced by the latest thinking and technology.

<p>Outcomes</p>	<ul style="list-style-type: none"> ▪ Annual reports on the uptake and impact of e-learning, including: <ul style="list-style-type: none"> ▪ analysis of quantitative and qualitative data ▪ production of case studies on success stories in e-learning ▪ final report including high-level analysis of the uptake of e-learning in VET over 2009. ▪ Increased understanding of the uptake and impact of e-learning, informing future directions in e-learning. ▪ Increased use of, and demand for, e-learning approaches. ▪ Framework policies and activities are informed by appropriate up-to-date research. ▪ The benefits of emerging learning technologies are identified and promoted. ▪ There is VET sector confidence in the range of information and support available for e-learning.
<p>Deliverables in 2009</p>	<ul style="list-style-type: none"> ▪ A national survey process to investigate the uptake and impact of e-learning, including an employer survey. ▪ A range of research projects that will include major commissioned pieces and smaller investigations, including proof-of-concept projects, market demand and other emerging issues that flow from the outcomes of the 2008 scoping project. ▪ Advice to FLAG on regulatory issues and further development and dissemination of supporting resources. ▪ Dissemination of the outcomes of research and benchmarking activities.
<p>Alignment with the 2008–2011 Framework Strategy</p>	
<p>Strategic directions</p>	<ul style="list-style-type: none"> ▪ Invest strategically in business–training provider partnerships. ▪ Invest in empowering learners. ▪ Evaluation of the Framework.
<p>Goals</p>	<ul style="list-style-type: none"> ▪ Increase demand from businesses for e-learning. ▪ Greater choice for learners via non-classroom-based learning. ▪ Increased participation by disadvantaged learners. ▪ Increased demand from individuals for e-learning.
<p>Strategies</p>	<ul style="list-style-type: none"> ▪ Promote benefits and returns on e-learning investment based on real-life examples. ▪ Identify needs, barriers and the kinds of messages and approaches different businesses will respond to. ▪ Identify needs, barriers and the kinds of messages and approaches different individuals will respond to. ▪ Identify where RTOs are using e-learning and experiencing returns and promote benefits. ▪ Identify and demonstrate the ways in which e-learning can

	increase engagement by groups not already engaged in e-learning, including Indigenous learners.
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L6 – Access to E-learning Knowledge and Know-how	
Description	<p>Through this business activity, the VET sector will have ready access to relevant information, people and resources that demonstrate leading-edge e-learning practices to support the training needs of RTOs, business, industry and individuals. Three specific activity areas aim to ensure RTOs are aware of, and can directly benefit from, the Framework investment in e-learning infrastructure.</p> <p><i>Improved access to online resources and support tools</i></p> <p>The flexiblelearning.net.au website will be redesigned and rebuilt to utilise the potential of web 2.0 technologies to increase user engagement and build relational links between current and past information, research and case studies, resources and support tools, communities of practice and practitioners throughout Australia. While maintaining the need to ensure the national training system is aware of and benefits from Framework funding, the website will expand its current sole Framework focus to become Australia's leading e-learning portal and support service for e-learning practitioners.</p> <p><i>Online networks and communities of practice</i></p> <p>Supporting and growing networks and communities of practice will be a focus of the website redesign. To ensure that VET practitioners engage with the new website to continue to share knowledge and expertise about e-learning, this activity area will support and sponsor online events and communities of practice across the national training sector. An e-journal of learning innovation will be published as a lead initiative for the sharing of knowledge and practice.</p> <p><i>E-learning advice and expertise</i></p> <p>An e-learning advisory and support function will be funded at the jurisdictional level. The key focus of this activity area will be to coordinate and undertake activities that embed national Framework outcomes and mainstream e-learning within state and territory training systems.</p> <p>This will include ensuring RTOs and practitioners are aware of, and can utilise, the products, resources and support networks funded through the Framework's Leadership Program. In addition this role will provide practical advice and support at the local level to assist e-learning projects funded through the Framework's Innovation Program, eg E-learning Coordinators will provide information about state/territory-based activities and Framework products, resources and support networks that may assist project outcomes.</p> <p>The respective FLAG member will be responsible for ensuring this activity area addresses Framework goals and objectives within the context of state and territory priorities for e-learning.</p>
Objectives	<ul style="list-style-type: none"> ▪ To provide greater access to valuable past resources, while adding new material and increasing links. ▪ To facilitate mentoring and sharing of e-learning expertise among e-learning practitioners, RTOs, business and industry.

	<ul style="list-style-type: none"> ▪ To provide coordination and RTO support in jurisdictions to ensure that Framework products, resources and support networks effectively support state and territory e-learning priorities and related initiatives, including E-learning Innovations projects.
Outcomes	<ul style="list-style-type: none"> ▪ Upgraded flexiblelearning.net.au website providing better access to key resources supporting e-learning and improved tools for knowledge sharing. ▪ Sharing of e-learning knowledge and expertise across the VET sector and its business partners through connections between novices, practitioners and experts. ▪ E-learning developments informed by sound knowledge and practice. ▪ Effective embedding of e-learning according to state and territory priorities. ▪ Greater number of RTOs and practitioners using e-learning strategies for personalised learning solutions and training partnerships with business and industry.
Deliverables in 2009	<ul style="list-style-type: none"> ▪ Increased user engagement with a technically current and content accessible flexiblelearning.net.au. ▪ Collaborative learning through online events, facilitated communities of practice and publication of an e-journal. ▪ Provision of an e-learning advisory and support function in each state and territory to support the mainstreaming of e-learning by RTOs and take up of Leadership Program outputs.
Alignment with the 2008–2011 Framework Strategy	
Strategic directions	Build on essential e-learning infrastructure.
Goals	<ul style="list-style-type: none"> ▪ VET sector is quick and effective in adapting new ICT to support personalised learning. ▪ A body of knowledge about e-learning readily available to the VET sector.
Strategies	<ul style="list-style-type: none"> ▪ Ongoing systemic support for the use of new and emerging technologies, which will develop broad workforce capability in using new technologies. ▪ Develop technical standards and search criteria for an information repository network. ▪ Consolidate the flexiblelearning.net.au website and the related repository of support resources as a key element of the national knowledge network. ▪ Extract learning and insights from past projects. ▪ Encourage connections between novices and expert e-learning practitioners. ▪ Ensure field workers are available to support and connect local initiatives.

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L7 – Brand Management	
Description	<p>The Brand Management business activity will provide high-quality national support and management of the Framework brand.</p> <p>In 2009, Brand Management will develop key messages that promote e-learning as an integral part of the national training system. These messages will align directly with broader VET communication and branding strategies.</p> <p>Brand Management will work closely with all associated Framework business activities, states and territories to ensure that Framework outputs and outcomes are promoted to VET clients and the VET system in a consistent and coordinated way. This approach will maximise awareness and practical understanding of the impact of, and opportunities provided through, e-learning.</p>
Objectives	<ul style="list-style-type: none"> ▪ To manage nationally-agreed protocols that support clear, consistent and coordinated brand management of e-learning messages through the Framework’s business activities. ▪ To maintain communication awareness of the Framework’s investment in e-learning within the VET system by supporting Framework business activities that promote access to nationally-supported, funded and produced e-learning products, resources and support networks. ▪ To illustrate the Framework’s national investment in resources, standards and repositories for the benefit of the national training system. ▪ To plan and deliver a nationally-agreed Framework brand management strategy.
Outcomes	<ul style="list-style-type: none"> ▪ Consistency of a VET e-learning brand and Framework key messages. ▪ Targeted, action-oriented e-learning information and communication tools for distribution to diverse VET stakeholder groups. ▪ Promotion of Framework and e-learning VET products, resources and capabilities. ▪ Implementation of a nationally-agreed Framework brand management strategy.

Deliverables in 2009	<ul style="list-style-type: none"> ▪ Management of agreed protocols that support clear, consistent and coordinated brand management of Framework business activities. ▪ Targeted awareness of the Framework's investment in e-learning business activities within the VET system. ▪ Consistency in the public delivery of the VET e-learning brand and Framework key messages. ▪ Provide high-level coordination in the development and use of Framework communication tools. ▪ Support the promotion of Framework business activities at agreed national and state/territory-related events. ▪ Provide support in the delivery of Framework business activity outputs that require market readiness, ie style guiding, promotion and marketing. ▪ Provide support to Framework state and territory-based staff, including those coordinating E-learning Innovations projects. ▪ Provide web authoring support to Framework business activity and state and territory staff as required.
Alignment with the 2008–2011 Framework Strategy	
Strategic directions	<ul style="list-style-type: none"> ▪ Build on essential e-learning infrastructure. ▪ Invest strategically in business–training provider partnerships. ▪ Invest in empowering learners. <p>This Framework business activity is a support service offered to internal stakeholders that assists in the achievement of public recognition and use of Framework outputs.</p>
Goal	This is a support service to all Framework business activities and, therefore, works to support the achievement of all Framework business goals.
Strategies	<ul style="list-style-type: none"> ▪ As a service, this business activity supports all Framework activities and the delivery of their individual strategies.
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Innovation Program

L1 – Industry Integration of E-learning	
<p>Description</p>	<p>This business activity encourages selected industry sectors to develop long-term plans for the inclusion of e-learning in overall industry-led workforce development.</p> <p>This will be achieved by direct funding of industry sectors through industry or professional associations or lead employers in partnership with other employers so they cover an industry sector. In all cases, there must be partnerships with RTOs and the project proposal will be based on a sound business case where there is an imperative to find an innovative solution.</p> <p>A consultative approach directly engaging industry will be used so that new industry needs for e-learning can emerge. RTOs will have an important role to play in ensuring that training meets national standards and utilises e-learning infrastructure. Resources developed must comply with national standards and wherever possible be made available through LORN.</p> <p>Integral to this business activity will be relationship marketing. Research activities will be undertaken to gauge industry and business needs, at both local and national levels, and to match e-learning as a solution.</p> <p>Industry champions will be identified to assist businesses to gain knowledge of how to implement e-learning. RTOs will play an important role in the partnership, in particular, ensuring that embedding e-learning occurs.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> ▪ To initiate planned sustainable integration of e-learning for workforce development in a range of industry sectors. ▪ To directly engage and consult with industry to develop long-term whole-of-industry solutions and changes that are strategically planned and industry led. ▪ To provide funding in the order of \$75,000 to \$200,000 per industry area over several years to implement change that is based on a sound business case for e-learning within the industry sector and a pressing imperative to find an innovative solution. ▪ To implement a relationship-marketing approach to assist businesses to share knowledge about successful e-learning activities and to develop strong business cases for e-learning projects, which can be funded internally within the business or attract external funding. ▪ To use market intelligence and research to identify new innovation in industry where e-learning provides a good solution and predicts future skills shortages in new and existing industry areas.

<p>Outcomes</p>	<ul style="list-style-type: none"> ▪ Increased number of significant partnerships between firms and training providers utilising e-learning to increase workplace performance. ▪ More employers demanding e-learning solutions from training providers. ▪ Increased use of e-learning in workforce development. ▪ Increased investment by businesses in e-learning. ▪ Increased capacity of business to meet priority skill needs. ▪ Increased investment by industry in e-learning for long-term workforce development.
<p>Deliverables in 2009</p>	<ul style="list-style-type: none"> ▪ Research and consultation with industry associations and key employer groups to gather evidence of e-learning activities and discuss opportunities for long-term development of innovative e-learning strategies for their industry sector. ▪ Consultative development of long-term business plans for five new industry sectors for the first phase of the integration of e-learning. ▪ Five industry sectors in the second phase of their embedding activities. ▪ Enhancement of an industry-focused website with appropriate tools and research material for industry that enables industry to learn from other training provider/industry-funded approaches from the other Framework business activities. ▪ An industry showcase that promotes whole-of-industry-sector e-learning solutions.
<p>Alignment with the 2008–2011 Framework Strategy</p>	
<p>Strategic direction</p>	<p>Invest strategically in business–training provider partnerships.</p>
<p>Goals</p>	<ul style="list-style-type: none"> ▪ Increase the number of e-learning partnerships between training providers and businesses. ▪ Increase demand from businesses for e-learning. ▪ Whole-of-industry e-learning solutions to critical issues.
<p>Strategies</p>	<ul style="list-style-type: none"> ▪ Invest in industry engagement projects. ▪ Equip training providers and businesses to develop business cases for e-learning. ▪ Promote benefits and returns on e-learning investment, based on real life examples. ▪ Develop exemplars that can demonstrate a potential multiplier effect. ▪ Identify needs, barriers and the kinds of messages and approaches different businesses will respond to. ▪ Encourage ‘industry advocating to industry’ by identifying

	<p>industry champions.</p> <ul style="list-style-type: none"> ▪ Develop multi-year consultative projects. ▪ Use industry-based mechanisms (industry associations, road-shows, and business media) to communicate the benefits of e-learning and to influence businesses.
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L2 – State and Territory Grants for E-learning Innovations	
Description	<p>The E-learning Innovations business activity has been established to integrate and embed e-learning into the national training system by supporting and enabling innovation in training design and delivery.</p> <p>Innovations will be driven by the needs of clients for support and assistance in implementing e-learning, and states and territories will be allocated funds to implement e-learning innovations that fulfil national guidelines within the context of their own identified e-learning priorities.</p> <p>Funding will be provided to support activities that:</p> <ul style="list-style-type: none"> ▪ invest strategically in business–training provider partnerships that address a genuine business case for e-learning or ▪ support RTOs to tailor their services to a more diverse range of learner needs through the implementation of innovative e-learning practices. <p>National guidelines will be developed that commit jurisdictions to implement innovations that will achieve a number of the Framework’s strategic intentions. Funding will be dispersed to projects through contestable processes run by the states and territories.</p> <p>Projects funded under the business activity will support the needs of individual learners, stimulate the demand for e-learning solutions and increase partnerships between firms and training providers utilising e-learning to increase workplace performance. Training providers will better meet the needs of learners and businesses with innovative, tailored e-learning solutions.</p> <p>Recipients will be expected to engage with the national e-learning infrastructure such as e-standards, resources, guidelines and professional networks when framing their e-learning solutions. Projects will also be required to commit to returning benefit to the training system, eg participating in trialling new technologies/ infrastructure, adapting existing resources or developing new resources specifically for individual business clients, disseminating and promoting knowledge through professional networks and communities of practice and/or promoting the Framework objectives and brand.</p> <p>Jurisdictions will be encouraged to pool their resources and work across jurisdictional boundaries when there is a shared training priority that can be addressed using e-learning. Cross-jurisdictional collaboration will be supported through flexible management arrangements, allowing each jurisdiction to determine the best way to use its funding allocation and through the network of Framework field staff.</p> <p>States and territories will benefit through investments in the local VET market that embed sustainable e-learning practices in workplaces and businesses, and stimulate demand for quality e-learning from individuals. The VET sector nationally will be enriched through the uptake and adaptation of existing Framework infrastructure and this legacy will be further developed and refined by the contributions and</p>

	<p>outputs of state and territory-based E-learning Innovations from 2008 and each subsequent year of the 2008–2011 Framework Strategy.</p> <p>FLAG members will be responsible for delivering the outcomes of these innovations.</p>
Objectives	<ul style="list-style-type: none"> ▪ To allocate funds for each state and territory to use to achieve Framework outcomes within the context of jurisdictional priorities. ▪ To facilitate greater ownership by the states and territories of the Framework strategic priorities. ▪ To integrate and embed e-learning into the national training system by supporting and enabling innovation in training design and delivery through the development of partnerships with business and industry. ▪ To encourage the development of greater opportunities and choices for individuals using the national training system. ▪ To facilitate innovations where resource development and capability building contribute to achieving individual and business outcomes. ▪ To share, build and disseminate the resources, knowledge and expertise developed through projects and build on Framework e-learning infrastructure. ▪ To develop a collaborative network of RTOs to share learning and leadership on both mainstream and innovative e-learning solutions for businesses.
Outcomes	<ul style="list-style-type: none"> ▪ More employers demanding e-learning solutions from training providers. ▪ More individuals requesting e-learning opportunities from training providers. ▪ Increased number of significant partnerships between businesses and training providers utilising e-learning to increase workplace performance. ▪ Learners experiencing and benefiting from a greater choice of training providers. ▪ Training providers better meeting identified training needs by e-learning. ▪ More disengaged and disadvantaged learners engaged through e-learning. ▪ Greater emphasis on personalising learning with new technology innovations supporting target learner groups. ▪ More learners gaining recognition for units of competency and qualifications beyond those based on formal structures. ▪ Evidence of take-up of Leadership Program outputs (eg LORN, Toolboxes, e-standards) by E-learning Innovations projects. ▪ Contributions to the national e-learning infrastructure are evident through the sharing of resources, knowledge and expertise developed through projects.
Deliverables in 2009	<ul style="list-style-type: none"> ▪ Nationally-agreed guidelines for funding of state and territory

	<p>E-learning Innovations.</p> <ul style="list-style-type: none"> ▪ States and territories undertake: <ul style="list-style-type: none"> – promotion, selection and funding of E-learning Innovations projects – implementation, monitoring and support – participation in benchmarking and research – end-of-year showcases. ▪ Project outcomes and knowledge collected nationally are shared/ disseminated with relevant stakeholders. ▪ Significant resources and outputs contributed to the national e-learning infrastructure. ▪ National coordination facilitates streamlining of processes and creation of synergies between Framework program areas and across states and territories. ▪ Ongoing review and refinement of strategies and processes in line with client and stakeholder needs.
<p>Alignment with the 2008–2011 Framework Strategy</p>	
<p>Strategic directions</p>	<ul style="list-style-type: none"> ▪ Build on essential e-learning infrastructure. ▪ Invest strategically in business–training provider partnerships. ▪ Invest in empowering learners.
<p>Goals</p>	<ul style="list-style-type: none"> ▪ VET sector is quick and effective in adapting new ICT to support personalised learning. ▪ A body of knowledge about e-learning readily available to the VET sector. ▪ Increase the number of e-learning partnerships between training providers and businesses. ▪ Increase demand from businesses for e-learning. ▪ Increased demand from individuals for e-learning. ▪ Greater choice for learners via non-classroom-based learning. ▪ Increased participation by disadvantaged learners. ▪ Increased recognition of learning.
<p>Strategies</p>	<ul style="list-style-type: none"> ▪ Equip training providers and business to develop business cases for e-learning ▪ Provide targeted, contestable funding to support RTOs to embed e-learning ▪ Develop mechanisms for advising and supporting RTOs at an administrative and strategic level to implement e-learning solutions, including developing business cases ▪ Identify and demonstrate the ways in which e-learning can increase engagement by groups not already engaged in learning, including Indigenous learners. ▪ Work with employment agencies and advocacy groups to build

	<p>learner demand.</p> <ul style="list-style-type: none"> ▪ Identify where RTOs are using e-learning and experiencing returns and promote benefits. ▪ Develop mentoring arrangements between RTOs that are involved in e-learning and ones that are not. ▪ Share knowledge already gained about how e-learning can increase engagement. ▪ Provide targeted funding for projects that assist students to gain recognition of learning through e-tools. ▪ Extract learning and insights from past projects. ▪ Promote benefits and returns on e-learning investment based on real-life examples.
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