**sharing Best-practice pre-accredited online and blended learning programs**

**Expression of Interest**

# Part A: Guidelines

# background

The Learn Local sector has demonstrated agility and innovation in transitioning to online and blended learning to support learners, establishing new ways of training and working, informed by COVID.

In an extension to the 2022 funding round, we aim to source four to eight additional best-practice pre-accredited online and blended learning programs. Funding is available to make any adaptations required to meet ACFE Board quality assurance and copyright requirements.

The Department is establishing a centralised collection of technology-mediated pre-accredited courses designed and developed by Learn Locals and available on the Learn Local Secure Portal.

# Target LEARNERS AND content

The materials can be on any pre-accredited topic and targeted to any one of the ACFE Board's priority learner groups as outlined in the four quadrants of the ACFE Board strategy.

* Learner developing core skills in language, literacy, employability and digital literacy
* Learners enhancing their core skills to prepare for further study
* Learners preparing for employment by developing core skills essential to employment
* Learners who wish to upskill or reskill.

# What are we looking for?

The project wants to source existing materials from the sector to showcase best practice in predominantly online and blended modes of delivery that provide learners with a broader range of learning opportunities, including blended or teacher-facilitated online delivery.

**Blended delivery** is an educational strategy where learners learn face-to-face in the classroom and through online technologies. The teacher will establish what is best taught face-to-face (such as essential digital skills to go online) and what can be facilitated online.

Depending on the course content and learner capabilities, learners can interact online with their classmates and teachers. They may use a learner management system such as Moodle or Canvas or meeting software such as Zoom or both.

 **Online delivery** implies that the course is entirely delivered online, with the teacher and learners logging in at an agreed regular time. Learners need access to digital technologies, such as Moodle and Zoom, and be confident and competent enough to interact with the teacher and classmates online on a computer or even a mobile phone.

# resources

We anticipate that your nominated course will be easily shareable with other Learn Locals and represent best practice in online/digital delivery. It will incorporate the following:

1. Pre-accredited curriculum materials: A-frame and session plans. These materials will clearly outline how the course is delivered.
2. All the digital resources used to support the course's online component (see digital formats section).
3. Any other materials, such as workbooks or presentations, that support teaching and learning in this course.

# selection criteria

We are seeking expressions of interest from providers who have existing pre-accredited courses that meet the following criteria:

1. Are fit for purpose, i.e., flexible enough to be delivered either predominately online (blended) or fully online, as nominated by the Learn Local.
2. The content is aimed at Australian Core Skills Framework (ACSF) and the Digital literacy Skills Framework (DLSF) level 2 or below. See descriptors on p 3.
There is no prescribed course length, but we expect the course to be a **minimum** of 20 hours.
3. The course content is original, sharable and includes teacher and learner materials designed/adapted for that delivery mode. Where third-party materials are used, you identify its source and its copyright owner.
4. Provides enough information to ensure that the materials can be delivered to diverse learners with a range of technology and language / literacy skills.
5. The course is built on a strong teacher presence and ongoing communication. This will be through synchronous and some asynchronous activities.
6. Demonstrates engagement and interactivity through various tasks and technologies.
7. You are willing to make the course content compatible with all copyright requirements of the Learn Local Secure Portal.

# language, literacy, numeracy and digital literacy levels

This is a guide to help you think about LLND levels and how they might apply to your blended and online learning courses. The descriptors are provided to help you determine which of your courses are most suitable They are based on the Australian Core Skills Framework (ACSF) and the Digital literacy Skills Framework (DLSF):

* **Level 1 (ACSF/ DLSF 1**): at this level, the learner will work alongside the teacher. Typically, they will **read** and **write** short, simple sentences to convey an idea, information or message in highly familiar contexts. Their **numeracy** skills enable them to locate and recognise simple, everyday mathematical information in highly familiar, explicit materials. Their **digital** literacy skills develop in a limited range of devices and applications.
* **Level 2 (ACSF/DLSF 2):** at this level, the learner is becoming more independent and will request support if required. They can **read** and **write** a paragraph, list, or instructions using basic punctuation. Their **numeracy** skills enable them to identify and interpret simple mathematical information in familiar and simple oral instructions and written texts., e.g., simple and familiar maps, simple division and multiplication. Their **digital** skills enable them to use familiar software packages and peripherals to access, organise and display information.
* **Level 2+:** consolidating ACSF /DLSF 2 and working towards level 3. Learners are establishing their skills at level 2 and may be working towards level 3 in some aspects of LLND.

# In scope

* Procurement, adaptation and quality assurance of existing best-practice online and blended learning modules or courses.
* Materials developed by Learn Local providers.
* The content and delivery strategy has been trialled with at least one group of learners and moderated as part of an ongoing quality assurance process.
* The course has an up-to-date course plan and session plans.
* The copyright for the resources and curriculum materials can be assigned to the ACFE Board. It can then be shared under a Creative Commons license (BY-NC-SA). This will allow registered Learn Local providers to use the materials freely while the ACFE Board maintains control over future uses and adaptations.

# Not in scope

* Courses at LLND level 3 or above on the Australian Core Skills Framework (ACSF) and the Digital literacy Skills Framework (DLSF). See p 3 for descriptors.
* Development of new courses.
* Professional development of Learn Local staff.
* Courses that are copyrighted to a third party or contain extensive reliance on third-party materials.

# digital Formats

The **digital** assets or learning objects need to be compatible with file formats acceptable to the LL secure portal.
For more information on compatible formats, please visit: <https://community.canvaslms.com/t5/Instructor-Guide/What-types-of-media-files-can-I-upload-in-Canvas-as-an/ta-p/1142>
Online materials from learner management systems such as Moodle can be provided as Zip files or SCORM packages to be uploaded to the secure portal.

# COPYRIGHT

**Intellectual Property**

The resources will be owned by the ACFE Board published under an Attribution, Non-Commercial, Share-Alike Creative Commons licence (BY-NC-SA). This will allow registered Learn Local providers to use the materials freely while the ACFE Board maintains some control over their future use and adaptation.

**Image attribution**

Third-party documents should be attributed as close to the work as possible. Attribution should include the work's title, the name of the creator/owner, the source, and note the terms under which it was copied (for example, 'used with permission' or 'licensed under CC BY').

# Funding available

There is limited funding available (up to $30,000 per course) to cover the cost of procurement and adaptations required to meet ACFE Board quality assurance and copyright review requirements.

You will NOT be required to submit a budget at this stage of the application. The Department will assess each application individually and evaluate the resources based on their quality, alignment with selection criteria and value for money. You will be invited to submit a budget if your resources are selected for publication. This budget will be based on a quality assurance self-assessment process supported by the Department.

The ACFE Board will enter a financial arrangement with the selected Learn Locals.

# next steps

* The Department will assess all resources.
* Once the Department has identified which resources we would like to make available, the successful applicants will be invited to submit a detailed budget. On acceptance of the budget, you will receive a Letter of Offer and a Deed of Assignment in relation to the copyright.
* A Service Plan will be sent to your organisation's signatory via SAMS2.
* The materials will be subject to an external Quality Assurance and copyright review, and the Learn Local provider will have an opportunity to review and adjust their resources prior to that process.
* Copyright in the materials will be assigned to the ACFE Board to ensure it can be shared with the sector.

# Timelines

|  |  |
| --- | --- |
| Deliverable/Milestone | Date |
| **EOI open** | 18 January 2023 |
| **EOI closes 5.00 pm** | 8 February 2023 |
| **EOIs assessed by DET** | 13 February 2023 |
| **Providers notified and budget finalised.** | 24 February 2023 |
| **Letter of Offer finalised**  | 6 March 2023 |
| **Provider review of proposed materials finalised**  | 28 April 2023 |
| **Submission of programs for an external QA and copyright review** | 1 May 2023 |
| **The resources are finalised and accepted by the department** | 30 May 2023 |

**How to apply**

1. Complete the application form (part B).
2. Submit documents to josie.rose@education.vic.gov.au by **COB 8 February 2023.**
3. If you have any questions, please contact your regional office.

# Contact details

If you have any questions, please contact Josie Rose at josie.rose@education.vic.gov.au or your regional office.

|  |  |  |  |
| --- | --- | --- | --- |
| **North Western Victoria Region** | **North-Eastern Victoria Region** | **South Eastern Victoria Region** | **South Western Victoria Region** |
| Kaye CallaghanTel: 4433 7582 | Cathy ClarkTel: 9084 8573 | Jeremy BrewerTel: 8904 2580 | Georgina RyderTel: 5215 5204 |