

Womens Legal Service of Victoria

**Training framework and pilot
program design**

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Overview

Document history and structure

Revision history

This document has the following revision history:

No	Author	Date	Comments
0.1	David Becker	23/03/2009	First draft submitted for client review

Terms and acronyms

This document contains the following terms and acronyms:

Acronym	Expanded form
270-degree evaluation	An evaluation undertaken by the learner, their peers and their Supervisor
BPR	Business Process Reengineering
CDR	Certificate of Dispute Resolution
CMS	Content Management System
ESPR	Equal and Shared Parental Responsibility
FAQ	Frequently Asked Questions
FDR	Family Dispute Resolution
Formative assessment	Assessments that provide feedback and are not scored
IO	Intervention Order
KMS	Knowledge Management System
L&D	Learning and Development
LMS	Learning Management System
ROI	Return On Investment
SME	Subject Matter Expert
Summative assessment	Assessments that do not provide feedback and are scored
VOCAT	Victims Of Crime Assistance Tribunal
WLSV	Womens Legal Service Victoria

Document purposes

This document is divided into sections each with a purpose as follows:

Section	Purpose
Background	<p>This section recounts the relationship history between Becker Consulting and WLSV (Womens Legal Service of Victoria), sets out the business and project objectives driving the development of this document.</p> <p>Its purpose is to detail the scope of the project and its context within the larger plans of WLSV.</p>
Analysis	<p>This section discusses the methodology and findings used to inform the design of the training framework and pilot program.</p> <p>Its purpose is to show how the project achieves its objectives through a rational, evidence-based approach and discuss the findings upon which the selected training framework will be founded.</p>
Framework options	<p>This section describes three training frameworks at a high level, and then discusses the rationale and process underpinning the selection of the preferred option.</p> <p>Its purpose is to identify a framework for the achievement of the business objectives</p>
Preferred framework	<p>This section further develops the preferred framework and provides a detailed explanation of its underpinning theoretical model, components and curriculum.</p> <p>Its purpose is to provide a blueprint for the achievement of the business objectives and to guide the design of the pilot program.</p>
Pilot program	<p>This section takes a portion of the training framework and curriculum, further developing it into a detailed learning design for the pilot program.</p> <p>Its purpose is to specifically guide the development phase for the pilot.</p>
Resource requirements	<p>This section outlines the technical, change and skills transfer requirements for developing and implementing the pilot program. It also provides an indicative budget for the overall framework and a fixed price costing for the next phase – Piloting.</p> <p>Its purpose is to assist the WLSV in planning and financing the overall framework and more specifically, the next phase in this project.</p>
Conclusion	<p>This section provides summary comments about the project. Its purpose is to conclude the document on a feel good note😊.</p>
Appendices	<p>This section provides background information relevant to this document.</p> <p>Its purpose is to provide further information for interested readers.</p>

Executive summary

Purpose

The purpose of this document is to determine how the WLSV can:

- Reduce its dependence on grants by expanding its fee based training services.
- Meet the increasing demand for its advice service by increasing its call handling capacity.

Outcomes

This purpose is achieved through the development of a training framework, that when fully implemented by Q3 2011 will:

- Reduce the volunteer training classroom delivery duration from 15 to just over 2 hours.
- Increase the availability of WLSV staff for fee-based courseware development activities by significantly reducing their time spent delivering volunteer training.
- Improve the starting competence of volunteers, with a particular focus on creating better outcomes for callers to the advice line, reducing average call times and reducing volunteer errors and omissions.
- Accelerate the time to competence of the volunteer training from 15 hours, spread over months, to 10.5 hours that can be completed in less than 2 weeks.
- Establish a training development unit within WLSV, capable of developing distance education fee-based training completely in-house.

Approach

The approach used has the following features:

- Extensive qualitative research and analysis, coupled with the experience of the researcher underpins the internal validity of the training framework, while a pilot program designed to test the training framework, underpins its external validity.
- The training framework blends online collaboration and learning management services, eLearning, simulation, paper based activities, reference materials and telephone mentoring to achieve the outcomes based on a purely distance education model.

Costs

It estimates the cost of this training framework to be approximately \$250,000, to be spent over 2 years. A fixed-price budget of just over \$30,000 for the next component has also been provided.

Background



Relationship history

The WLSV initially engaged a vendor in October 2007 to assist them in identifying how eLearning might be used to accelerate the time-to competence of their volunteers and increase the capacity and profitability of their fee-based training services.

The project, completed by the vendor in March 2008, took a technology and business case based approach recommending a combination of converting the classroom training to eLearning and implementing their Learning Management System.

The WLSV felt that this approach did not sufficiently uncover or respond to their specific needs and circumstances. So the WLSV returned to the marketplace in search of an independent consultancy that could provide a more customised response.

WLSV asked person X, who has broad knowledge of digital strategy, if he could recommend a suitable vendor and as a result of his advice, Becker Consulting was engaged in May 2008.

WLSV established three stages to move the project forward.

1. Discovery - Conduct a detailed scoping study focused on a pilot eLearning program.
2. Design and build - Develop and implement the pilot eLearning program.
3. Review and Planning - Review and identify next steps.

A proposal to undertake stage 1 was submitted by Becker Consulting outlining a program to determine an overall training framework and a pilot program design as follows:

- Establish project
- Conduct training needs analysis
- Conduct technical analysis
- Define learning needs and metrics
- Finalise blended learning solution.

This proposal was accepted by WLSV. Over a ten-month period (with several client initiated project hiatus'), Becker Consulting completed stage 1 with this document being the final deliverable.

Business aims and objectives

The WLSV offers free legal advice to Victorian women dealing with issues relating to family breakdown issues such as divorce, division of property and access to children.

They are funded primarily through Commonwealth and State Government grants, however this funding is in decline and will continue to decline for the foreseeable future.

Simultaneously, the demand for their service is increasing and will continue to increase for the foreseeable future.

The WLSV is exploring eLearning as a means to deliver the following business aims:

- Reduce its dependence on grants by expanding its fee based training services.
- Meet the increasing demand for its advice service by increasing its call handling capacity.

These aims can be further deconstructed into business objectives as follows.

Expanding fee based training services

WLSV currently provides fee-based training courses to various community services sector organisations and legal firms within Victoria. These courses include a mix of 'off the shelf' and customised offerings using instructor-led training developed and delivered by one and a half staff members.

This approach is expensive to deliver and limits WLSV's ability to expand its delivery capacity and reach. It also limits WLSV's capacity to develop new training products.

Therefore WLSV is looking to a training approach that can achieve the following business objectives using the following methods:

- Reduce the costs associated with its fee-based training services by reducing the use of instructor-led training as a delivery method.
- Increase the delivery capacity of its fee-based training services by using self-paced training delivery methods.
- Increase the reach of its fee-based training services from Victoria to national by using distance education methods.
- Increase the development of fee-based training products by establishing an in-house development capability and by reducing the use of instructor-led training, thereby increasing the time available to instructors for new product development.

Increasing call handling capacity

WLSV currently provides a free telephone advice service staffed by volunteers, all of whom are legal professionals and many of who work in unrelated areas of the law (such as commercial law).

The services' capacity to increase its call handling capacity is currently constrained by a number of factors including:

- No intention to increase the staffing levels of call centre shifts.
- An inflexible volunteer training program with a long elapsed training duration, resulting in a slow/inadequate replenishment of volunteer staff lost to turnover.
- Call durations that may be longer than necessary due to the variable levels of relevant legal knowledge and 'soft skills' amongst volunteers.
- Negative downstream impacts arising from the variable knowledge and skill levels such as supervisor call interventions, supervisor call-backs to clients to correct errors and poorly qualified referrals to the WLSV casework service and other external services.

Therefore WLSV is looking for a training approach that can achieve the following business objectives using the following methods:

- Increase availability of high quality candidates to the volunteer call centre by accelerating the time-to-competence of its volunteer training program.
- Accelerate effective call resolution times by improving the skills and knowledge of volunteers.
- Reduce the time spent by supervisors and others intervening in volunteer calls and correcting volunteer errors by improving the skills and knowledge of volunteers.

Summary objectives

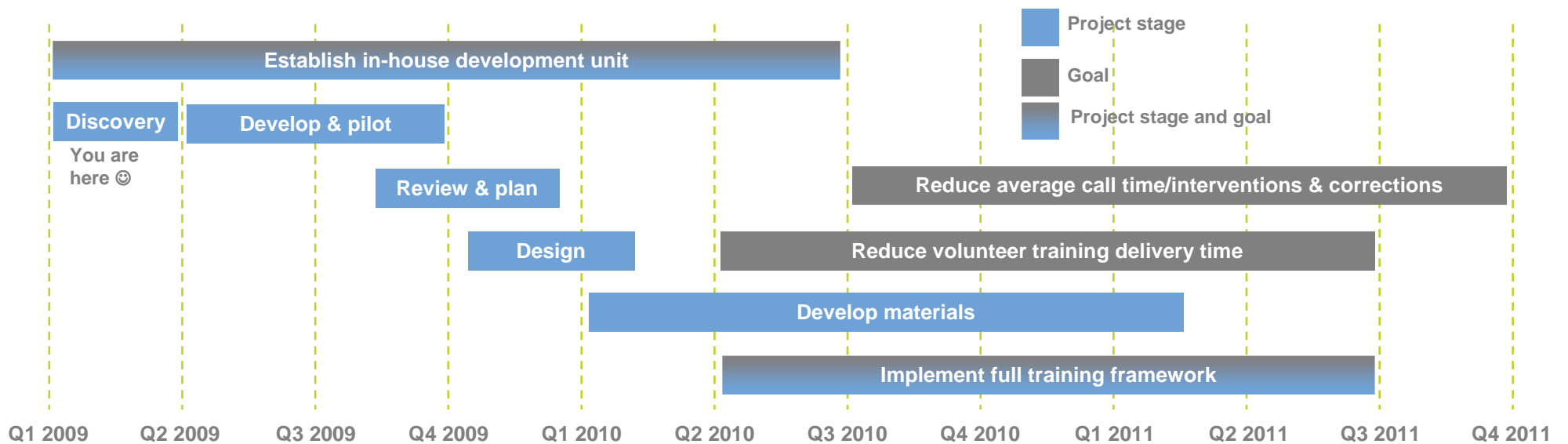
For the purposes of this document, these business objectives are summarised and simplified as follows:

1. Reduce training delivery costs
2. Increase training delivery reach and capacity
3. Increase development capability and capacity
4. Accelerate volunteer training program
5. Improve volunteer knowledge
6. Improve volunteer skills.

Metrics and timeframes

Also established by WLSV are the following metrics and goals for the achievement of the business objectives, linked to project stages.

Objective	Metric	Goal
Reduce training delivery costs	\$ budget spent on delivery	Implement full training framework by Q3 2011.
Increase training delivery reach and capacity	Number of volunteer and fee-based students trained via distance education	As above.
Increase development capability and capacity	Number of courses created in-house	Establish in-house development unit by Q3 2010.
Accelerate volunteer training program	Average training delivery time per volunteer	Reduce volunteer training delivery time from 15 to < 10 days by Q3 2011.
Improve volunteer knowledge & skills	Average minutes per call Hours spent correcting volunteer errors	Reduce average call time from 20 to <15 mins by Q4 2011. Reduce hrs spent on corrections by 50% by Q4 2011.



Project aims

This project is focused on stage 1 Discovery and is the first step in achieving the business objectives. Its overall purpose is to determine how the business objectives can be reasonably achieved. It has the following project aims:

- Develop a training framework and curriculum capable of achieving the business objectives.
- Identify a portion of the framework and curriculum suitable for a pilot program.
- Develop a detailed design for the pilot program.
- Specify a technical solution for achieving the pilot program.
- Establish an indicative budget for the overall solution.
- Submit a fixed price costing for the development and implementation of the pilot program including a skills transfer component.

The following related objectives fall outside the scope of this project:

- Develop a detailed design for the whole curriculum (except the pilot program).
- Develop an ongoing professional development strategy.
- Identify a training curriculum suitable for fee-based training delivery.
- Identify a technical solution suitable for the mid-to long term achievement of the business objectives (Eg. eCommerce, Content Management System, Knowledge Management System, learning Management System, website and so on).
- Develop the change management program needed to support the achievement of the business objectives in the mid-to long term (Eg. Business Process Re-engineering, marketing and communications, organisational restructuring and so on).

These out of scope yet related objectives, need to be addressed upon completion of the pilot as part of planning for the full implementation of the framework.

Conclusion

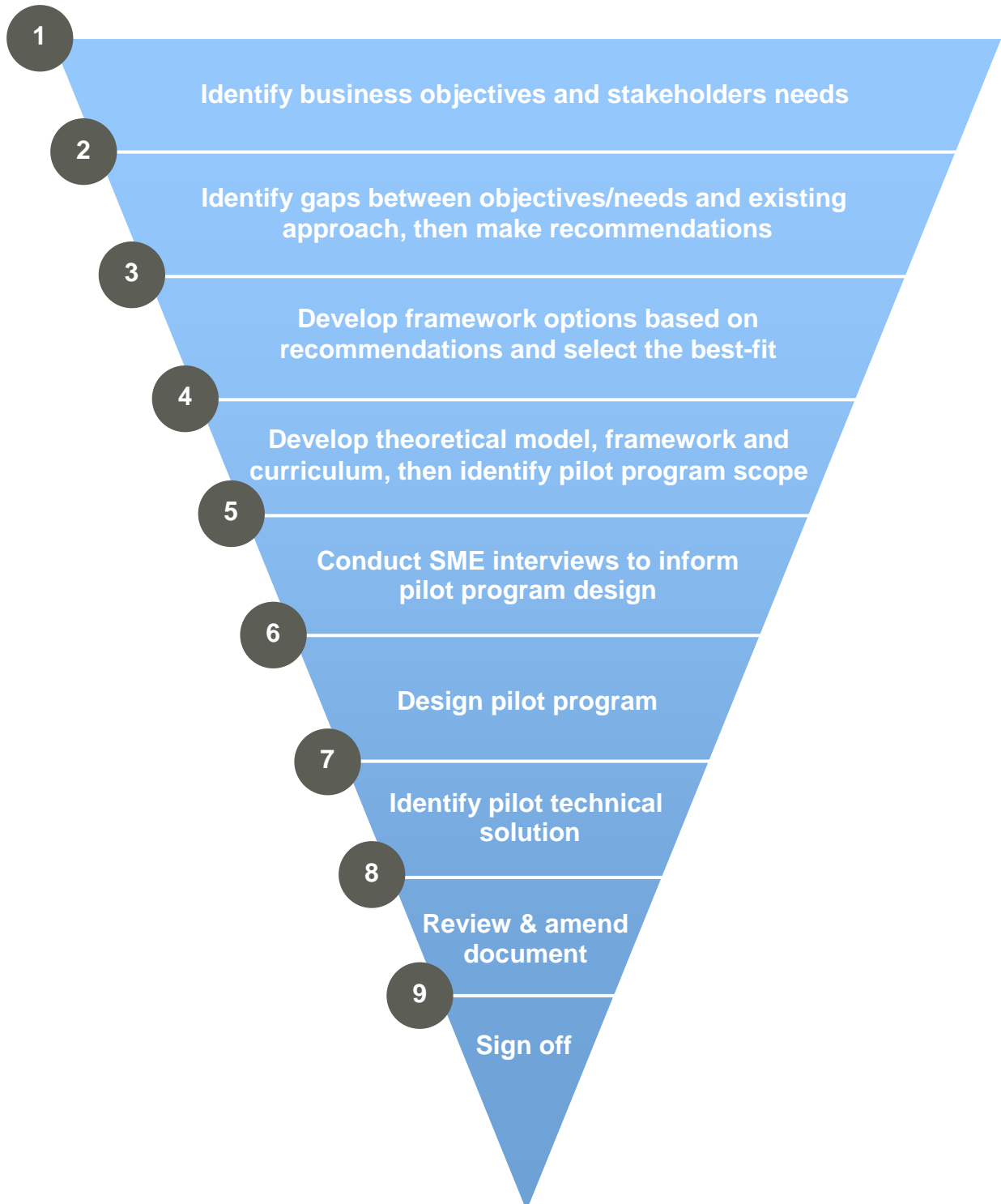
To achieve the project aims, a methodology that employs an evidence-based approach to identify the differences between the current and desired situation and devise a training framework for its attainment is required.

The following section discusses this methodology, its findings and how they inform the training framework proposed to achieve the business objectives.

Analysis

Methodology

The diagram below reflects a methodological approach that begins with business objectives and increasingly narrows its focus to reveal a training framework and pilot program design.



Discussion

The methodology proposed employs a qualitative research approach drawing on stakeholder consultation and the expertise of the researcher to inform the design of the training framework and pilot program design. It comprises the following nine steps.

Step 1 - Identify business objectives and stakeholders needs

Step one begins with a general discussion of business objectives and needs within WLSV, mid to long term. Also explored are the potential consequences of those objectives from a Learning and Development (L&D) perspective, with the researcher challenging expectations and assumptions.

This step helps the researcher identify the business objectives that L&D can help achieve in WLSV and sets a mutually agreed focus for the project that is rational and evidence-based.

Step 2 - Identify gaps between objectives/needs and existing approach, then make recommendations

A research-intensive process, this step comprises extensive formal and informal interviewing of executive and frontline staff representatives and volunteers. It also incorporates observation of WLSV's training approach in action and a desktop review of existing training materials.

An analysis of where WLSV are in terms of their training approach and where they want to be, as represented by their business objectives and needs, reveals the gaps between them and makes recommendations for their potential closure.

This is a highly subjective analysis, relying on qualitative research using a small sample of people and drawing on the researchers own experience in achieving business objectives through L&D. This lack of external validity is partially mitigated by the inclusion of a pilot program to test the assumptions made and the training framework proposed.

This step also initiates a process of self-reflection amongst stakeholders on their existing training approach, broadens their knowledge of what is possible and effective in L&D, and helps them understand that training is an ongoing process of refinement, not an event. This self-reflection also enhances these stakeholders' value as sources of information and critical review in later steps.

Step 3 - Develop framework options based on recommendations and select the best-fit

Designed to stimulate discussion and reflection, this step sets forth three training frameworks, each using a different mix of L&D delivery channels and approaches to meet the business objectives, but each with a different primary focus.

This step consolidates the stakeholders understanding that L&D is not a panacea, that it does not operate in isolation from other business levers, and that at the end of the day, a training framework can only ever partially achieve business objectives. It also shows that their achievement is tempered by factors within and beyond WLSV's control, and a range of resource constraints such as time, money and staff availability.

This step concludes with an analysis of the training framework options proposed and their relative merits in meeting the business objectives. It gives WLSV the opportunity to refine and prioritise their objectives and establish their preferred level of compromise between meeting many objectives partially and a few objectives more fully. It also helps hold stakeholder expectations at a realistic level. Its output is an agreed high level training framework and mix of business objective achievement expectations.

Step 4 – Develop theoretical model, framework and curriculum, then identify pilot program scope

This step takes the selected framework and identifies the instructional design theories best suited to the achievement of the business objectives through the selected training framework. The result is a theoretical model that brings to the framework a degree of internal validity, based on sound educational research and proven approaches to adult learning.

The individual components of the framework are then deconstructed, explaining exactly how they articulate the theoretical model, address the research findings and achieve the business objectives. This framework is coupled with a curriculum, showing its content coverage and how long the training will take.

Finally, a small portion of the framework and curriculum is identified as suitably representative, to test the framework's external validity through a pilot program.

Step 5 – Conduct SME interviews to inform pilot program design

The pilot program sets out a specific set of learning objectives and a learning design for the selected framework and curriculum components in order to test the efficacy of the training framework in meeting the business objectives.

At this point the methodology shifts from a strategic focus on the achievement of business objectives, to an operational focus on the achievement of learning objectives within the pilot program.

Content is collected through a desktop review of existing training materials and interviews with WLSV Subject Matter Experts (SME), stimulating discussion and agreement on the learning objectives needed to achieve the business objectives and the skills and knowledge needed to achieve the learning objectives.

Step 6 – Design pilot program

During this step, the content collected from the SME's is analysed and a pilot program designed, comprising an integrated suite of activities that adhere with the training framework and target the skills and knowledge needed by the learners to achieve the learning objectives.

The pilot program design must also be mindful of the business changes needed within WLSV and amongst learners for the pilot to be successful. Examples might include reengineering of the enrolment process and staff development as telephone mentors. Once again this mindfulness springs from both qualitative data and the experience of the researcher.

Finally, this step helps refine the training framework by uncovering content and change requirements potentially unsuitable to be delivered or met by the framework in its current form.

Step 7 – Identify pilot technical solution

This step is critical both to the success of the pilot program and the successful implementation for the whole training framework in the mid to long term.

Not only does the pilot program need to test the validity of the training framework in achieving the business objectives, but also the technical architecture upon which it relies. However, given the primary purpose of the pilot process is to inform the refinement of the training framework prior to full implementation, its underpinning technical architecture cannot be confidently determined until the pilot is complete.

Therefore the pilot program needs to employ free or low cost options to conceptually test the technical architecture planned to underpin the training framework in the mid to long term. For example using the free wiki service Wetpaint as a Frequently Asked Questions (FAQ) knowledgebase or Courselab as a rapid eLearning authoring tool, prior to investing in expensive systems and software.

Once the pilot is complete the technical requirements underpinning the training framework in the mid to long-term can be set, based on confirmed needs, thus reducing the risk of overspend and lock-in to unsuitable technologies.

Step 8 – Review & amend document

While the WLSV contributes extensively throughout the unfolding methodology, this step offers a formal opportunity for WLSV to stop and reflect upon the rationality of this entire document, analysing its logical structure, underpinning assumptions and so on.

It is an opportunity to challenge Becker Consulting at both a high and detailed level about the rigour of the process used and the resultant recommendations and in so doing strengthen both the robustness and relevance of this document in addressing WLSV's business objectives.

Having been so closely involved in the previous steps and as a result acquiring a deeper and more sophisticated understanding of L&D, WLSV stakeholders are in a solid position to make these judgements.

It is also a final opportunity for WLSV to attract buy-in to the training framework and pilot program from stakeholders both directly involved in the project and more broadly.

Once the feedback is collected and aggregated and any issues resolved, the agreed amendments are made and the document is submitted for sign off.

Step 9 – Sign off

This is the final step, signifying through formal signoff, acceptance of the document by WLSV, the successful discharge of all contract obligations by Becker Consulting to WLSV and the completion of the project.

It is also the trigger for WLSV to seek funding for the project's pilot program Stage 2 – Design and build.

Findings

The following findings are the result of a number of formal interviews and informal sessions with stakeholders including WLSV executive, trainers, qualified volunteers, trainee volunteers, call centre supervisors and legal specialists. The raw data from the formal interviews is available in Appendix 1 and from the informal sessions in Appendix 2.

The findings below are grouped according to their relevance to meeting the business objectives as per step two in the methodology.

Reduce training delivery costs

The business case for eLearning

The business case for eLearning at WLSV has been soundly covered in the Vendor X document and requires no further development here.

Spreading costs and changes over time

As a largely Government funded free service operating in the community services sector, WLSV has significant limitations on the financial and human resources available to implement a new training framework.

Implementing a comprehensive solution including a LMS and full suite of eLearning content as proposed in the Vendor X document, would require a significant up-front investment and major changes to WLSV's business model, processes, culture and mix of internal resources and skills.

The training framework will need to spread these costs and changes over time, to minimise the financial burden, business interruption and risks traditionally associated with a 'big bang' approach.

It will also need to employ where possible, freely available systems and software, at least in the short term, to help build the business case for funding a more complete solution, whilst initiating the business changes needed for that solution to be successful.

Increase delivery reach and capacity

The case for eLearning in boosting reach and access

The case for eLearning's capacity to reach a national audience and offer learners greater flexibility in accessing the learning has been soundly covered in the Vendor X document and requires no further development here.

Blended for maximum impact

The easiest way to increase a training service's delivery reach is to employ a distance education method. However using this approach exclusively may severely compromise the achievement of other business objectives.

The training framework needs to blend distance education with other delivery methods to maximise its impact across the range of business objectives.

Flexible learning and disaggregation

Ideally, the volunteer training should be provided as an interdisciplinary whole to reflect the reality of the calls received. However, a modular curriculum provides learners with greater flexibility in choosing their own pathway through the learning and makes the whole framework better suited to fee-based delivery to the wider legal and social services sectors, where buyers will want to be selective in their purchases.

The training framework needs to take a modular approach treating each logical area within an Act as a separate topic (such as children's matters within Family Law) and incorporate consolidation activities at key points throughout the curriculum to test the volunteers capacity to synthesise their learning, in a way that reflects the interdisciplinary nature of their work.

At the same time, those topics likely to be suited to fee-based training (such as telephone technique) should be developed in a way (as a separate module or topic) that allows for their disaggregation from the curriculum and repackaging as an 'off the shelf' product.

Meeting audience expectations

In order to increase the delivery reach of WLSV training programs, the needs of two distinct audiences must be considered. Because the majority of the volunteers are comfortable with technology and engage in a profession that traditionally makes them time poor, a distance education approach is likely to be received positively.

The same cannot be said for the potential audience of WLSV's fee-based training services. This audience, drawn primarily from the legal and social services sectors, will have widely varying perceptions towards eLearning and blended learning.

The best way to maximise the uptake of this audience is for the training framework to employ a best practice approach that delivers a learning experience equal to or exceeding their expectations.

In the researcher's experience, the legal sector has generally been known for providing high volume, mid quality eLearning solutions centred on legal compliance, making it more likely that their expectations for eLearning can be met.

The social services sector has such widely varying experiences with training that it is difficult to generalise about its expectations or how to meet them. However the nature of the sector creates a predilection for social contact, so the training framework needs to accommodate this.

Barriers to uptake

Volunteers enjoy the social aspects of instructor-led training, however in observing some of this training, it is clear that there is little social interaction and learners are quite passive. This may suggest that the social interaction occurs, prior to, during breaks and after training.

The training framework will need to offer equivalent opportunities for social engagement through online technologies and retain some of the face-to-face elements of the existing strategy to ensure that an absence of social interaction does not become a barrier to uptake.

Increase development capability and capacity

Flexible framework and transferable learning design

In ensuring WLSV is capable of developing and maintaining courseware the training framework must be sufficiently flexible to allow for the addition, expansion and removal of new topics and modules, and the design of the pilot program should represent a best practice blueprint, transferable to other modules within the curriculum and potential future modules (such as criminal and victims of crime law).

The Family Law training is recognised as being the weakest area in training and also as the area of law most complex to learn. The training framework should use a topic from Family Law as the model for the topic level learning design. It is expected that such a learning design would then be transferable to other topics of equal or lesser complexity.

Minimising courseware maintenance

A key concern in legal training is the need to continually maintain courseware in response to frequent changes to the Acts.

The training framework needs to as much as practicable, isolate specific references to the law to discrete areas of the courseware, enabling their frequent maintenance without affecting the rest of the courseware.

However, this legal knowledge must be referenced throughout the framework in order to effectively synthesise and consolidate the learning, so ease of maintenance is likely to be compromised for the sake of better learning outcomes.

Skills transfer

The scope of the skills transfer required will most likely encompass the full range of skills needed to develop and maintain blended learning materials including the development of materials in MS Word, a rapid eLearning authoring tool, basic graphics, video and audio editing programs.

The approach taken will progress from a heavy dependence on the vendor to develop and quality assure materials, moving to a co-development approach and ultimately a client development model with gradually diminishing quality assurance support from the vendor.

The skills transfer approach will also need to provide not only the technical skills needed to develop and maintain materials, but also some of the tools, processes and models needed to be effective in training needs analysis, instructional design, quality assurance, governance, version control and so on.

The objective is to make WLSV fully vendor independent, requiring outsourced services only for the creation of rich media assets such as video or animation and for the design of new instructional models to underpin for example, their professional development program.

However, it should be recognised that a small amount of skills transfer occurring in parallel with the pilot program is just a small step on a long road, with a skills transfer program of this magnitude likely to take at least 18 months to 2 years.

It should also be noted that the intent to develop an in-house capacity by WLSV is predicated on the assumption that they successfully and significantly expand their fee-for-service training and thus require the capacity to develop and deploy new product. At some point a balance may be reached in which they have sufficient in-house capability to meet the needs of a fee-based service arm that has reached market equilibrium.

The skills training program will therefore need to evolve to meet WLSV's changing needs and be designed to meet their requirements as they are at that time, not anticipate to any significant degree, their future needs, else it risks wasting money through unnecessary staff development.

Templates

To accelerate the development of materials, facilitate their ease of maintenance and create a foundation for the easy creation of new content, templates should be used wherever possible. These should include document templates (for specific types of pages and activity types like checklists, scripts, reflection activities and so on) and interaction templates for the eLearning.

Delivery channel changes

The training framework should ensure an overall reduction in the number of hours required by WLSV facilitators to deliver the volunteer training. It should also shift the focus from delivery channels that require classroom training to other forms of distance delivery such as phone, email, live online training and so on.

In this way, WLSV facilitators should be freed to both increase their capacity to deliver training to volunteers and fee-paying learners, and have more time available for training materials development and maintenance.

However, it should be noted that as demand grows to meet the trainer's delivery capacity, their availability for training materials development and maintenance will diminish.

Accelerate volunteer training program

The case for eLearning accelerating time to competence

The case for eLearning's capacity to accelerate time to competence has been soundly covered in the Vendor X document and requires no further development here.

Suffice to say that a general rule of thumb is that the conversion of classroom training to well designed eLearning can generally reduce delivery time by around half. But in this case, the need to address some gaps in the existing curriculum to achieve the business objectives, will most likely make this reduction closer to two thirds.

Reducing time to completion

Adults achieve better learning outcomes more quickly, if the time elapsed between learning and the application of that learning in real life is small.

The training framework needs to set completion timeframes for each module, to ensure the time elapsed between learning and application is managed. It also needs to employ learning and assessment activities that can be delivered on demand, or scheduled rapidly in response to demand, to ensure learners are given the opportunity to move through the modules in the shortest possible time.

Motivation

A strong determinant of not only the depth of competence attained by learners, but also the speed at which they learn is motivation. Learners need both extrinsic (motivation by external factors) and intrinsic (self-motivating factors) reasons to learn. Traditionally, extrinsic motivators such as gaining a qualification, promotion, additional remuneration, prizes and so on are the dominating force in corporate training programs.

However, intrinsic motivators are far more powerful and longer lasting, In WLSV's case these are likely the dominant motivating force because the learners are volunteers.

The training framework needs to stimulate learners to reflect upon why they want to be a volunteer and tie the training to these motivating forces, This will enhance the effectiveness of the program in rapidly developing learner competence.

Commitment, capability and suitability

There are a number of factors strongly influencing the speed at which a learner can achieve functional competence. These include the learners' commitment to becoming competent, their capability to develop the knowledge and skills needed to do the work competently and their suitability to the work (i.e. their personality and proclivities).

The training framework needs to include a filtering mechanism providing the WLSV with opportunities to evaluate each learner according to these three dimensions and manage them into remedial training, or out of the training if they do not meet established thresholds.

Improve volunteer knowledge

Knowledge management

At present there is no system in place to capture existing organisational knowledge such as FAQ's arising from client calls. Given WLSV is currently piloting a free wiki service called Wetpaint as a means for capturing this knowledge, it is recommended that both contributing to and using this wiki form part of the training framework.

This will assist WLSV in establishing the culture and business practices necessary to ensure the success of a comprehensive knowledge management system, should it be implemented at a later date.

Please note that should an FAQ knowledgebase be used, WLSV will need to implement a governance system to ensure the accuracy and consistency of the knowledge accrued, an information architecture within which it resides, and metadata standards upon which its discovery depends.

Developing judgement

In some areas of the law such as Family Law, providing accurate and valuable advice to clients requires substantial knowledge of the various Acts and court precedents. It also requires the volunteer to demonstrate great depth of judgement in interpreting this knowledge as it relates to the clients' specific circumstances.

This issue is further compounded by ambiguity in the definitions and precepts set out in the legislation. This depth of judgement can realistically, only be gained through the acquisition of tacit knowledge, garnered from years of experience.

The training framework will need to acknowledge this issue and arm the learners with the skills and attitudes needed to support them in developing this judgement over time, through professional development activities.

Knowledge training prerequisite relationships

It should be recognised that there is a broad prerequisite relationship between the knowledge needed of the law and the effective application of that knowledge through soft skills (listening, questioning, empathy etc). For example, you need the knowledge to know what to listen for, what questions to ask and so on.

Volunteers also need a number of technical (using CLSIS, phones etc), and business process skills (completing mail outs, interpreter requests, etc) in order to be effective in the call centre.

Adults achieve better learning outcomes more quickly, when learning follows the natural sequence of events and when it moves from simple to complex tasks. Generally, learning technical skills and business processes is easier than developing new knowledge, and soft skills development is the most difficult of all.

This sequence also approximately follows the flow of natural events, with most of the technical and business process tasks happening at the beginning of the call (using the phone, registering a caller on CLSIS, requesting an interpreter etc), with the knowledge/skills being increasingly used as the call progresses.

The training framework needs to follow this prerequisite relationship of technical/business process skills, knowledge, and then soft skills development.

Underpinning principles, definitions, processes and conditions

The foundation of an Act is its underlying principles (Eg. 'in the best interests of the child' from Family Law). These principles, known as declarative knowledge, embody the spirit of the Act from which they arise and establish the boundaries of its application to real life. They are also the source of much of an Act's ambiguity and are therefore its richest source of learning.

The training framework should set these principles at the heart of all knowledge development activities and test not only the learners understanding of these principles as legal constructs, but also their practical application and limits, for example through case studies that ask what is 'in the best interests of the child' in this situation?

Also critical are the legal definitions, processes and conditions encoded within an Act. These definitions and processes are the means through which the principles are applied (Eg. Apply ESPR first, then substantial and significant time). This is procedural knowledge.

Finally, there are parts of an Act that set conditions on its implementation (Eg. setting certain timeframes). This is conditional knowledge.

While declarative knowledge must be understood by the learner, procedural and conditional knowledge need only be recalled by the learner, because declarative knowledge is more difficult to understand and apply, while recollection of procedures and conditions can be easily prompted with reference materials (such as companion workbooks, checklists and so on).

Ongoing professional development

The classroom training currently provides a mix of essential material with direct relevance to volunteer training and peripheral information (Eg. history of VOCAT and reason for existence, drilling into aim/mission).

The training framework should focus on the essential materials with the peripheral information being covered in the companion workbook or perhaps later, through a professional development program. This program may include activities such as podcasts, seminars and so on, all ideal for this kind of knowledge width and depth building. Remember however, that a professional development program is outside the scope of this project.

Structural approaches to knowledge formation

Structural approaches such as recapitulation and reinforcement are critical to the formation and retention of new knowledge.

Recapitulation of key ideas at the end of activities and using mnemonics such as acronyms to drive processes are effective in accelerating knowledge formation and increasing later retention, when established at the heart of activities and applied repetitively.

Another structural component is the physical appearance of learning resources and the use of things like activity icons, colour coding, specific layouts for each activity and information type (Eg. tips and tricks, notes and so on). These are known to promote learner comfort with the pattern of learning and prompt engagement with activities (Eg. note taking, reflection, analysis and so on).

Finally, ensuring the information architecture is consistent across all resources and delivery channels (Eg. the section names in the workbook match the topic names in the eLearning and the discussion topics on the web 2.0 website), promotes ease of use, allowing the learner to focus on learning, not navigation.

The training framework should establish structural approaches and standards, applying them across all modules and delivery channels (Eg. online, facilitator led, paper based and so on).

Improve volunteer skills

Suitability of eLearning to skills training

It is unlikely given the extensive need for soft skills and higher order cognitive processes (like active listening and interpreting legal definitions) in being an effective call centre volunteer, that eLearning can in isolation support learners in achieving competence.

The training framework will need to blend eLearning with other delivery methods more suited to soft skills and higher order cognitive processes training to achieve this business objective.

Better skills in a shorter time

While it is recognised that soft skills training cannot be effectively delivered using eLearning in isolation, retaining too much instructor-led training in the blend may compromise the objective to shorten the training duration and increase its reach to a national audience.

The training framework will need to deftly employ a combination of eLearning techniques suitable to soft skills training (such as realistic simulations) with instructor-led elements (such as telephone mentoring), to ensure effective skill development, a shortened training duration and an extended reach.

Reflecting diversity and ensuring authenticity

The characteristics and needs of clients seeking advice vary widely, requiring volunteers to employ a range of approaches when interacting with clients.

In cases where clients are post-traumatically distressed for example, volunteers may need to be very methodical and proscriptive in providing advice, whilst another caller may be seeking validation for an unwise course of action, in which case the volunteer may need to be persuasive and factual. Added to this is the unique nature of each call, arising from the wide variety of matters and combinations of matters presented by each caller.

The training framework will need to some degree, reflect this diversity of callers, their matters and the approach needed to address the call, to heighten the realism of the training and promote alignment between the training and its application in the workplace.

It will also need to be as authentic as possible, using activities that realistically simulate client calls, offering learners opportunities to explore different approaches and their consequences. These experiences will also need to include context sensitive support explaining why their choice succeeded or not in this particular instance, and summative support explaining why their overall approach succeeded or not.

Leveraging existing skills

Many of the volunteers (with their background in legal practice), bring to training advanced 'left brain' analytical skills. However several stakeholders have identified a skills deficit amongst volunteers in the use of 'soft' or right brain skills such as empathy, active listening and so on. Learners may also perceive these soft skills as producing less valid results and poorer quality outcomes, creating a barrier to the development of these skills.

The training framework will need to make use of the learners existing skills as pathways into new knowledge and skills, whilst recognising the potential barrier represented by the habit these highly 'left brain' skills represent to the acquisition of new 'right brain' skills.

One mechanism for leveraging these existing skills is the use of a workbook to companion the volunteer training course. As a companion resource, this workbook could include reflection, analysis and note taking activities that employ the kinds of skills they already possess, whilst introducing new ways of thinking and doing.

Cognitive dissonance and metacognition

Several other mechanisms can also be used to promote a greater use of right brain thinking. If volunteers have a bias towards analytical thinking and possibly a bias against more intuitive cognitive functions, an evidence-based approach can be taken in which they are allowed to apply their existing skills to various situations, resulting in sub-optimal outcomes. These scenarios can then be repeated using the new skills, resulting in quantitatively better outcomes.

This approach sets the foundation for undermining their beliefs about the suitability of their skills in all situations and creates a cognitive dissonance between the old and new ways.

Another approach useful in this situation is to employ metacognitive strategies that invite the learner to 'think about their thinking'. In this approach, learners reflect not on their

conclusions, but on the cognitive processes that led to them. In so doing they learn to recognise when their existing thinking processes may not be suited to the task at hand and to use other more suitable processes.

A final strategy based on the researchers observation that the learners were highly engaged during speculative training activities, is that they have a hunger for creative problem solving through group activities. The training framework, if it uses facilitator-led training or its online equivalents, should include creative group work like brainstorming, six hats, serial storytelling and so on, as these activities promote right brain activity.

Learning gaps

An analysis of the existing curriculum reveals some training gaps in the areas of administrative processes (such as mail outs, filing etc) and technical training (such as using CLSIS and the phone system). It also reveals that some business issues (such as incorrect referrals to WLSV casework service) can be attributed to the brevity of training provided in those areas (such as casework eligibility criteria and external referral services knowledge). The training framework should incorporate these subjects into its curriculum.

Repetition

Repetition is critical to the formation and retention of new skills. Known to be effective is the approach of gradually increasing the complexity and interdependence of the situations in which the skills are being applied, in this case increasingly complex and ambiguous calls.

The training framework should provide practice scenarios both as stand-alone pieces specific to an area of the law, and incorporate consolidation activities that allow learners to reapply what they have learned, in combination with their learning from other modules. These activities should be provided at key points in the learning pathway and require of the learner, an increasingly wider and deeper range of knowledge and skills.

Technical and reference-based training

These practice scenarios should also encompass the technical skills of using the relevant systems (such as phone use, Wetpaint and CLSIS) and processes (such as mail outs and referral forms) to ensure the skills training both reflects reality and covers the skills needed from start to finish.

They should also employ interconnecting activities between the various delivery channels (Eg. online, facilitator led, paper based and so on) that require the learner to use reference resources to achieve the learning objectives. This will provide them with practice in how the resources might be referenced in the workplace (Eg. use the companion workbook during the training to look up something, just as you might back in the workplace).

Engaging facilitator-led activities

The effectiveness of the facilitator-led training may be restricted by the reluctance of learners to engage with each other and the trainer. This observation may have been unique to the training attended by the researcher, or even caused by the presence of a male observer in an all female class.

However if it does represent a real phenomenon, then any facilitator-led activities in the training framework will need to incorporate activities to promote learner engagement with the material, each other and the trainer. These activities will also need to drive this engagement throughout the training and into the workplace by establishing amongst learners the value and habit of informal tacit information sharing.

Retained components

One aspect of the existing training approach identified by all stakeholders as being of high value is the observation session. This activity requires learners to attend and observe a volunteer call centre shift and provides them with a 'taste' of what they can expect as a working volunteer.

This informal and unstructured component has been identified as important in setting volunteer expectations for their work as a volunteer and giving them a sense of the diversity and difficulty of the calls received. However this component could be further enhanced by the use of structured activities to focus the learning on specific outcomes.

Conclusion

These findings set out both the barriers to and opportunities for, achieving the business objectives. They also make recommendations to be incorporated into the training framework. However there are multiple training frameworks that could achieve the objectives, each with its own strengths and weaknesses.

The following section describes three training frameworks at a high level, discussing the rationale and process underpinning the selection of the preferred option. Its purpose is to identify a preferred framework for the achievement of the business objectives.

Framework options

Overview

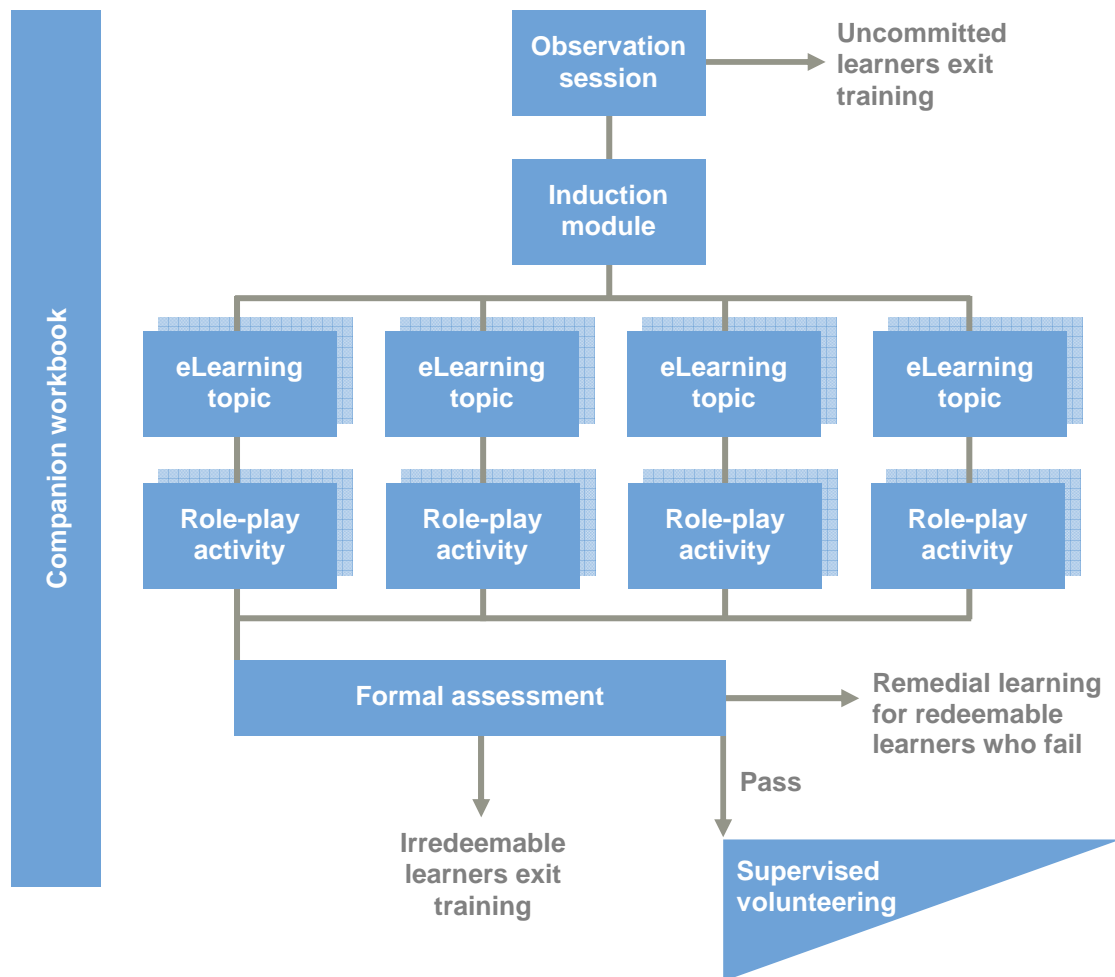
Three framework options are presented, each designed to achieve the business using a different blend of delivery approaches, and with a different primary business focus.

However all the options share some common components, either because they are being retained from the existing training approach, or because these components deliver business objectives more effectively than any alternative.

Presented below is an overview of each option. A detailed discussion of the options, their constituent components and theoretical underpinning is provided in Appendix 3 – Training framework options.

Option 1 – Develop/assess framework

This approach uses traditional eLearning, role-playing and rigorous assessment. The development and valid assessment of competence underpins the framework.



Companion workbook

This component serves several functions. It replicates much of the content in the training for use as a workplace reference. It companions the learner throughout the training, employing analysis and reflection activities to challenge the learner and force links between the online, classroom and workbook activities to deepen their learning and drive home key learning messages, mnemonics and so on.

Finally, it incorporates workplace support tools, such as caller question checklists and call flowcharts that can be used to support learners in the workplace as quick reference tools.

Observation session

This component allows people considering volunteering at WLSV, to attend an observation session to experience its reality and test their commitment as follows:

- Ice breaking activity, briefing and discussion on what to expect from the observation session and the activity driving it.
- Observation session with a fact-finding activity.
- Debrief activity to report fact-finding results to group, express fears and expectations and link observations to training framework.
- Follow up calls to volunteers to verify their continued interest in becoming a volunteer and enrol them in training.

Induction module

This component uses traditional eLearning, mnemonics, software simulation and branching learning to provide the foundation needed to be an effective volunteer including:

- The history, vision and mission, business processes, policies and procedures of WLSV.
- What to expect, the joys and challenges of the job.
- The technical skills needed including using the telephone system, FAQ wiki and the CLSIS software.
- The call process stages and objectives.
- Telephone technique theory including questioning techniques, active listening and dealing with distressed callers.
- The principles of good advice giving such as staying calm, objectivity, determining risk and using plain language.

eLearning topic

This component provides learners with a large number of small topics (NB, only 4 are shown in the diagram), each focused on a specific legal topic such as 'relocating children' and structured to explore each topics' underpinning principles, associated FAQ's and relevant referrals. Each topic is coupled with a role-play activity that can be undertaken in the classroom or via phone. This role-play activity is discussed further in the next component.

Each topic Each topic also requires learners to undertake analysis and reflection activities in their companion workbook and use the workplace support tools provided, ensuring they practice not only the skills needed to take calls, but the skills needed to reference their workbook in the workplace. Each topic concludes with an online quiz, testing their knowledge. Learners can select the topics in any order, but must complete all the topics to be eligible for assessment.

Role-play activity

Each role-play activity provides an opportunity to apply the knowledge learned from its associated eLearning topic and experience its typical call sequence. Pairs of learners take turns to play the caller and the volunteer, using a script and assessment/feedback checklist and using a peer assessed approach, but with additional feedback based on the observations of the attending trainer.

Over the course of several sessions, the trainer can provide each learner with targeted feedback and remedial training information and resources to close their knowledge/skill gaps in preparation for formal assessment.

These role-play sessions can be held regularly allowing learners to turn up to any session and role-play any topics they have completed, providing them with a highly flexible pathway to competence. Additional role-play topics could test the learner's telephone and advice giving techniques, business process and technical skills acquired from the induction module. Once the learner completes a pre-determined number of eLearning topic/role-play couplets to the required level of competence, they are ready for formal assessment.

Formal assessment

Conducted as required these formal assessment sessions are a complete simulation of a volunteer telephone shift. Their focus is both the formal assessment of each learner's knowledge and skill in taking calls based on each topic and their ability to synthesise and apply that knowledge to calls covering multiple topics. Learners would also need to show competence in using the systems and business processes as they would in a real shift.

WLSV staff, supervisors, existing volunteers and trainers would pose as mock callers using checklists and if capable, improvisation to rigorously test learners. The assessment setting would replicate not only the work environment but also the atmosphere, with unexpected events such as interpreter requests, difficult callers and so on incorporated into the session.

At its conclusion the trainer, supervisor, volunteers and lawyers would in private, discuss the competence of each learner, their gaps and provide them with feedback, then either offer remedial learning and reassessment or certify them as ready to hit the phones.

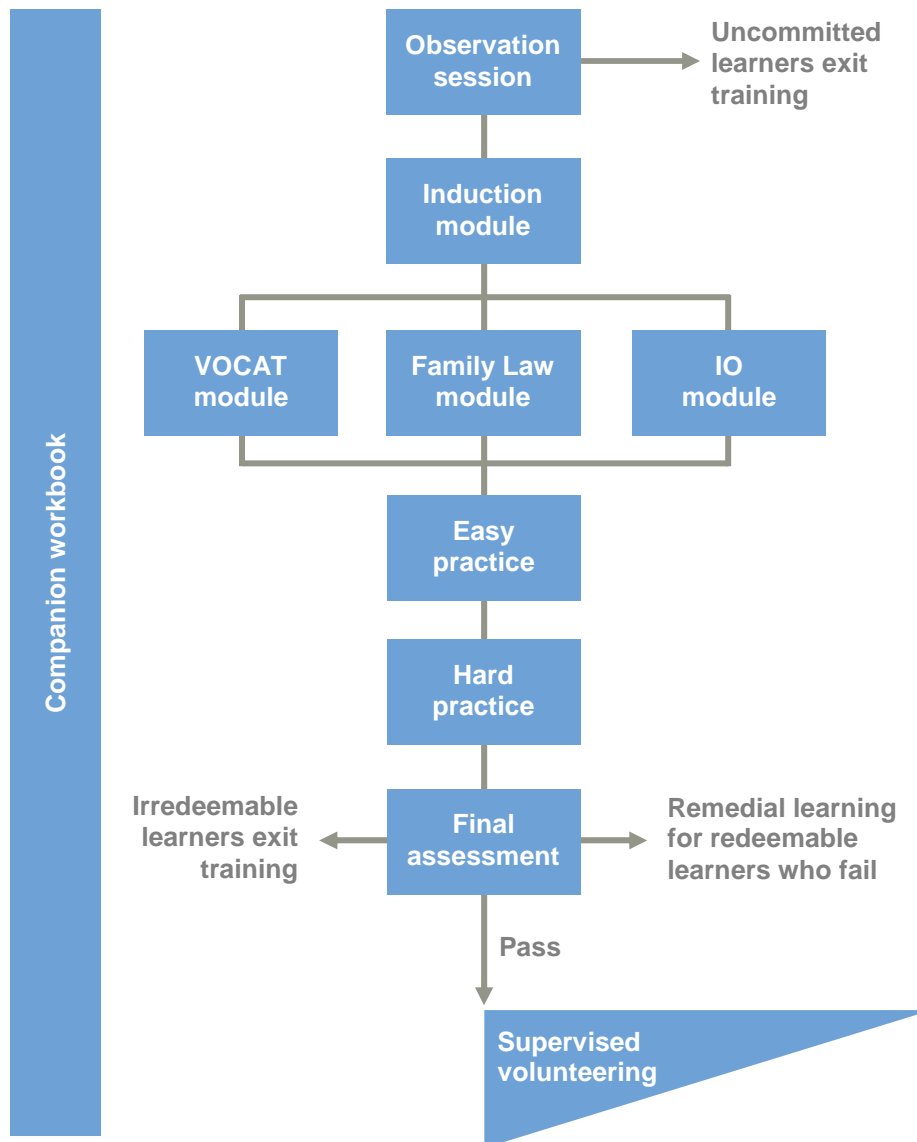
Supervised volunteering

Once certified, trainee volunteers begin their work under supervision. The supervisor supports the trainee in using resources such as the FAQ wiki and their companion workbook to address their support needs in standard situations, and directly through informal training to address their needs in non-standard situations. Over time this supervisor support is gradually withdrawn as their need for it diminishes, with the supervisor ultimately playing a quality assurance and specialised knowledge advisory role.

Extension activities at the beginning of shifts and debriefing activities at the conclusion of shifts could continue to deepen the learners' knowledge and build their confidence and competence in sharing tacit knowledge.

Option 2 – Blended learning framework

This approach uses eLearning for theory and classroom training for application. The suitability of content type to delivery method underpins the framework.



Common components

The Companion workbook, observation session, induction module and supervised training are largely the same as the components in the first framework option.

VOCAT, Family Law and IO modules

This component comprises three large eLearning modules, each focused one area of the law (VOCAT, IO's and Family Law) and following the same structure.

Each module examines the relevant Act and its underpinning principles, providing exemplar application of the principles to typical calls (including FAQs and typical call sequences), each focusing on a key subject area within that body of law (Eg. children's matters within Family Law), and providing relevant referrals and casework guidelines.

Each module also requires learners to undertake analysis and reflection activities in their companion workbook and use the workplace support tools provided, ensuring they practice not only the skills needed to take calls, but the skills needed to reference their workbook in the workplace. Each module concludes with an online quiz, testing their knowledge. Learners can select the modules in any order, but must complete all of them to be eligible for the easy and hard practice sessions.

Easy and hard practice

Upon completion of the eLearning modules, learners undertake classroom training in which they apply what they have learned through mock call role-plays practicing their skills multiple times and in multiple settings (Eg. difficult callers, casework suitable caller etc).

These could be done as role-play activities, similar to the DAC model or in small groups, with group members observing and giving feedback to each other. The trainer could also observe these activities providing support and additional feedback where required. These activities would also tie in with their companion workbook and its workplace support tools to ensure their familiarity with them and how to use them.

The easy session would provide practice in taking calls addressing matters specific to a module (i.e. calls addressing the various topics within Family Law), while the hard practice session would integrate matters from across all three modules. Additional role-play topics could test the learner's telephone and advice giving techniques, business process and technical skills acquired from the induction module.

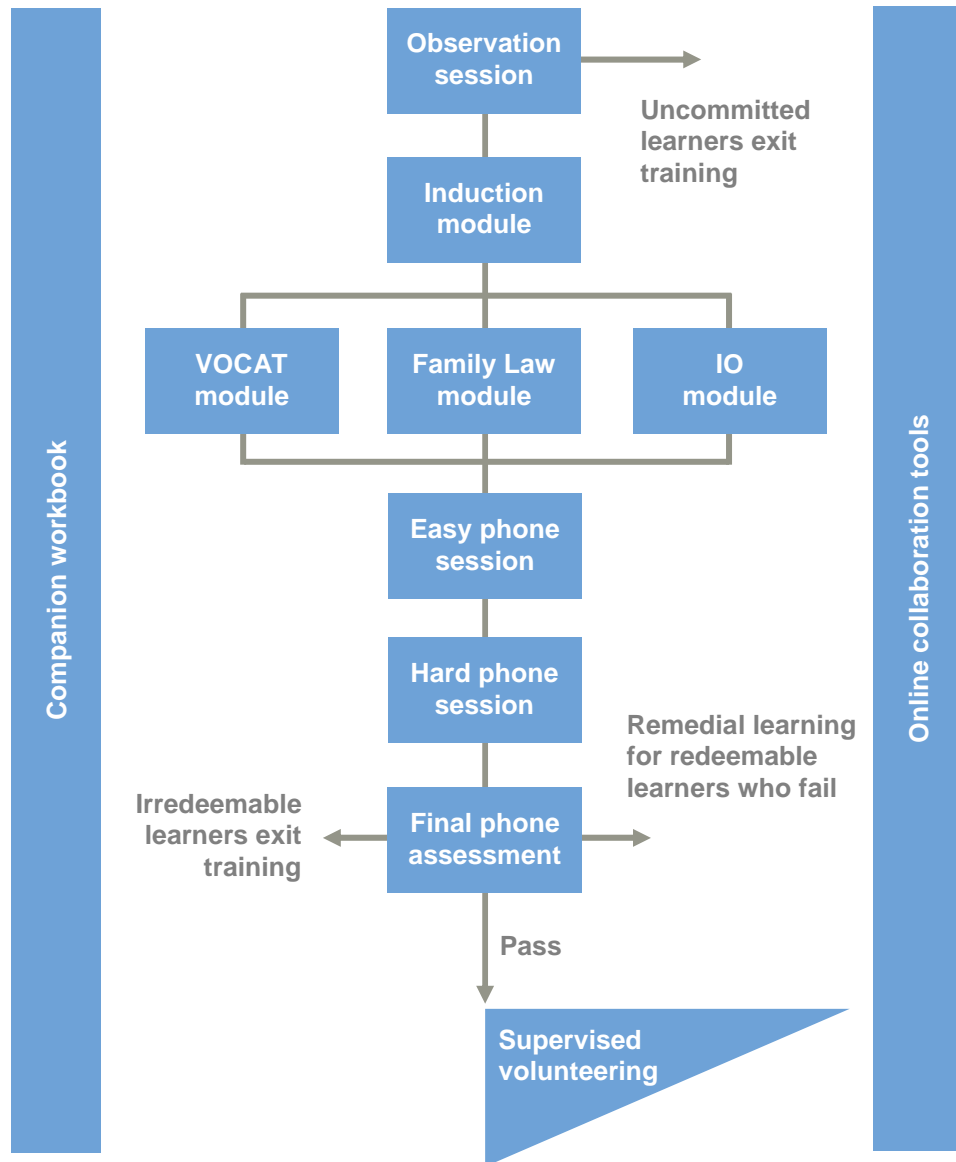
Over the course of both sessions, the trainer can provide each learner with targeted feedback and remedial training information and resources to close their knowledge/skill gaps in preparation for the final assessment.

Final assessment

This component uses a combination of online quiz's, complex case studies and simulations to test all aspects of the learning. A tries limit and threshold score can be established as the benchmark for being declared as ready to hit the phones.

Option 3 – Distance education framework

This approach uses eLearning for theory and telephone role-plays and mentoring for application. Employing distance education methods only, underpins the framework.



Common components

The Companion workbook, observation session, induction module and supervised training are largely the same as the components in the first framework option.

VOCAT, Family Law and IO modules

This component comprises three large eLearning modules, each focused one area of the law (VOCAT, IO's and Family Law) and following the same structure.

Each module examines the relevant Act and its underpinning principles, providing exemplar application of the principles to typical calls (including FAQs and typical call sequences), and providing relevant referrals and casework guidelines. However, the bulk of each module comprises audio-based branching simulations of increasing complexity, replicating typical calls within the subject area and requiring learners to apply the skills and knowledge gained in their earlier learning.

Each module also requires learners to undertake analysis and reflection activities in their companion workbook and use the workplace support tools provided, ensuring they practice not only the skills needed to take calls, but the skills needed to reference their workbook in the workplace. Each module concludes with a large, complex assessment, using audio-based branching simulation. Learners can select the modules in any order, but must complete all of them to be eligible for the easy and hard phone sessions.

Online collaboration tools

Further supporting the learners would be both traditional online collaboration tools (such as forums, live online learning, shared desktops and chat) and more recent web 2.0 technologies (such as social media, twitter, delicious, wiki's) all tied to the learning through the eLearning and companion workbook in an effort to both strengthen the learning outcomes and mitigate the fact that much of the face-to-face interaction has been eliminated.

Easy and hard phone sessions

Upon completion of the eLearning modules, learners undertake telephone based mentoring in which they apply what they have learned through mock call role-plays practicing their skills multiple times and in multiple settings (Eg. difficult callers, casework suitable caller etc).

WLSV staff, supervisors, existing volunteers and trainers would pose as mock callers using checklists and if capable, improvisation to rigorously test learners. The assessment setting would replicate not only the work environment but also the atmosphere, with unexpected and distressing events such as interpreter requests, difficult callers and so on incorporated into the phone calls. At the completion of the session, the learner receives feedback.

These activities would also tie in with their companion workbook and its workplace support tools to ensure their familiarity with them and how to use them. The easy session would provide practice in taking calls addressing matters specific to a module (i.e. calls addressing the various topics within Family Law), while the hard practice session would integrate matters from across all three modules. Over the course of both sessions, the trainer can provide each learner with targeted feedback and remedial training information and resources to close their knowledge/skill gaps in preparation for the final assessment.

Final assessment

This component uses a combination of online quiz's, complex case studies and simulations to test all aspects of the learning. A tries limit and threshold score can be established as the benchmark for being declared ready to hit the phones.

Discussion

Each of the options proposed has its strengths and weaknesses in meeting the range of business objectives as follows.

Develop/assess framework

This framework offers the best skills development, because of its heavy reliance on skills practice and its in-depth formal assessment. It can also deliver excellent knowledge development because of the disaggregation of content into topics, ensuring that knowledge gaps can be specifically addressed, however at this level of granularity, you would likely need an LMS to effectively track progress and assessment results.

With its classroom practice sessions in which any eLearning/role-play couplets can be practiced, it offers learners a high degree of flexibility in attendance and a mechanism for fast speed to competence.

However, it does require classroom training and therefore would increase the cost (for trainers, classrooms etc) of delivering the training to a national audience. The classroom component also draws fairly heavily on trainer time, so while the training duration for an individual volunteer might be shorter, the delivery time spent by the trainer may be similar to the current schedule.

Classroom training also has higher ongoing costs than self-paced and distance education frameworks and the costs of redeveloping existing materials to fit the many practice sessions and in-depth assessment may be more expensive than the other frameworks.

Finally, the integration of all the topics into a whole only comes at the end, in the formal assessment, potentially resulting in lower levels of knowledge and skills synthesis amongst learners.

Traditional blended learning framework

This framework offers good skills development through the use of eLearning for theory and classroom training for practice, however it offers less skills practice than the develop/assess model and a less in-depth final assessment.

However it offers excellent outcomes in skills and knowledge synthesis, by offering the eLearning in larger modules integrating content reflecting different areas of the law and by focusing the classroom training on integrated role-plays, that increase in difficulty and broadness.

This also generates a weakness, in that there is a strong prerequisite relationship between the easy and hard practice session, thus making the learning less flexible and accessible to learners (i.e. If they miss the easy session, they have to wait until that session is scheduled again, potentially some months later).

Another weak point is that its level of granularity is set at the module level, not at the lower topic level, and therefore assessment and remedial training may not be as targeted as it is in the develop/assess model.

Finally a significant positive of this approach is that redevelopment costs are likely to be lower, because the proposed framework more closely matches the existing training approach, than the other frameworks.

Distance learning framework

This framework offers good skills development through the best possible approach of eLearning to skills development (simulation), and the use of telephone mentoring and role-plays that closely mimic the reality of the call centre. Being predominantly self-paced, it also allows learners a great deal of flexibility in when, where, and at what speed they undertake the learning, and allows them to repeat modules should they wish. This approach allows this framework to offer the fastest pathway to competence of all the frameworks. It is also offers the greatest potential for low-cost national accessibility and conversion to fee-based training.

It is primarily self-paced, with just the telephone mentoring component requiring staff delivery. While the telephone mentoring is done individually, rather than in groups, it should still result in an overall reduction in trainer delivery hours, freeing staff for more content development activities. But this development will be focused on eLearning, a new skill set for WLSV. It also offers good outcomes in skills and knowledge synthesis, by offering the eLearning in larger more integrated modules than the develop/assess framework and by focusing the telephone mentoring on integrated role-plays.

However at the end of the day, it is widely agreed that eLearning is less effective than face-to-face interactions at teaching 'soft' skills and simulation-based eLearning can be quite expensive to develop up front, though this is audio based branching simulation and is therefore far less expensive than for example 3D or video approaches and being mostly self-paced it would also reduce delivery costs over time.

Selection process

The table below rates each framework option in its potential to meet the business objectives and their risk/cost. This assessment is based on the discussion above and the experience of the researcher. The more ticks, the better the framework meets the objective.

Objective	Develop	Blend	Distance
Reduce training delivery costs	✓✓	✓✓✓✓	✓✓✓✓✓
Increase training delivery reach and capacity	✓✓✓✓	✓✓	✓✓✓✓✓
Increase development capability and capacity	✓✓✓✓	✓✓✓✓	✓✓✓✓
Accelerate volunteer training program	✓✓✓✓	✓✓	✓✓✓✓✓
Improve volunteer knowledge & skills	✓✓✓✓✓	✓✓✓✓	✓✓✓✓
Lower risk of it not working as planned	✓✓✓✓	✓✓✓✓	✓✓
Lower cost (money and redevelopment time)	✓✓	✓✓✓✓	✓✓

When analysed for strengths, the develop/assess option offers the best quality learning outcomes, the blended approach is the lowest cost/risk approach and the distance education option offers the greatest delivery savings, acceleration and reach.

WLVS decided that delivering training rapidly and nationally is the most important factor in expanding its fee-based training and increasing its call handling capacity. This combined with this options' solid potential to meet other objectives and assuming a risk and cost management strategy is applied, makes the distance education framework the preferred option.

Preferred framework

This section further develops the preferred framework and provides a detailed explanation of its underpinning theoretical model, components and curriculum.

Its purpose is to provide a blueprint for the achievement of the business objectives and to guide the design of the pilot program.

Theoretical model

The following theoretical model brings to the distance education framework selected, a validity based on sound educational research and proven approaches to adult learning.

Detailed explanations of these theories are available in Appendix 4 – Learning theories.

Conditions of Learning (R. Gagne)

The whole framework is based upon a proven constructivist theory called conditions of learning. This theory, specifically designed for the acquisition of intellectual skills, proscribes a sequence of nine cognitive steps that map naturally to the five types of activities comprising the framework as follows:

- Observation session (Select) – Retained from the existing training approach, the observation session works to gain the learners attention (reception), set their expectations of what volunteering is like (expectancy) and invites them to connect their existing competence with the demands of the work (retrieval).
- Induction module (Induct) – The component sets out all the processes and procedures needed by the learners to give advice and sets the boundaries of what they need to know and do (selective perception).
- Legal modules (Develop) – These modules use case studies and simulations to show how the legal knowledge is applied using the processes and help learners develop and retain that knowledge (semantic encoding).
- Phone sessions (Transfer) – The various skills practices (responding) and assessments (reinforcement) provide learners with multiple opportunities to apply their learning, while the telephone scenarios, with their focus on real life application, gap assessment, feedback and remediation (retrieval) deeply challenge the learners to retrieve and apply their learning.
- Supervised volunteering (Consolidate) – Finally the workplace transfer (generalisation) activities and framework scaffolding all provide opportunities for going beyond the learning.

Criterion Referenced Instruction (R. Mager)

The whole framework is also informed by general good practice guidelines set out in the Criterion Referenced Instruction approach as follows:

The analysis stage of this document and the pilot program learning design incorporate:

- Instructional objectives are derived from job performance and reflect the competencies (knowledge/skills) that need to be learned.

The modularisation of, and remedial pathways within, the framework ensure that:

- Students study and practice only those skills not yet mastered to the level required by the objectives.
- Students are free to sequence their own instruction within the constraints imposed by the pre-requisites and progress is controlled by their own competence (mastery of objectives).

The extensive use of simulation and role-plays ensure that:

- Students are given opportunities to practice each objective and obtain feedback about the quality of their performance.
- Students should receive repeated practice in skills that are used often or are difficult to learn.

Other theoretical underpinnings

The telephone role-plays and mentoring activities provided to simulate a call centre are extremely authentic, whilst the use of web 2.0 supports and workplace mentoring activities requiring social interaction and collaboration draw on Situated Learning (J. Lave) as their theoretical underpinning.

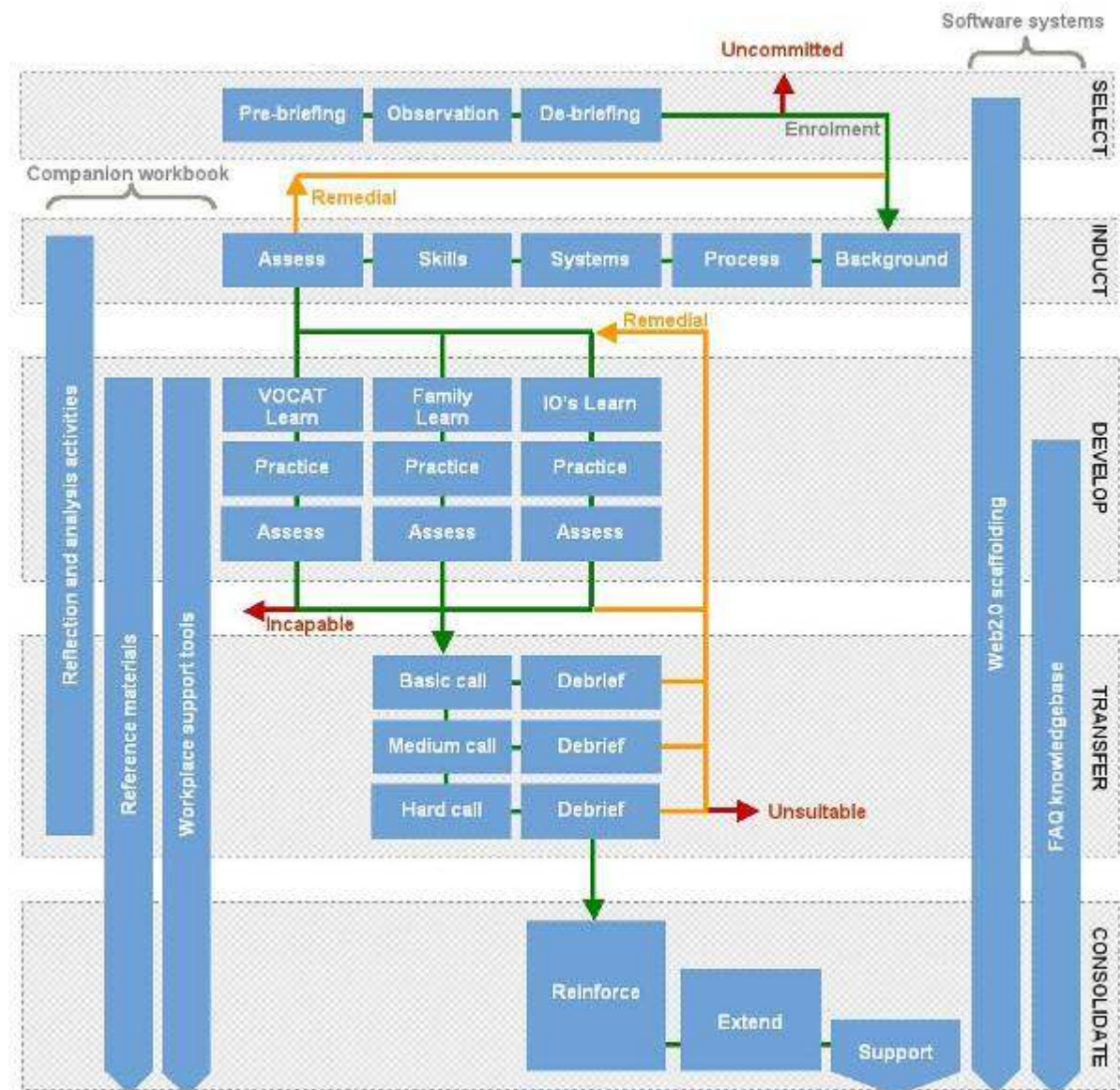
Broadly speaking, Constructivist Theory (J. Bruner) also informs the design of the framework through the use of a natural progression of learning that increases in complexity and through the provision of companion workbook activities and workplace based activities that encourage the learner to go beyond the information given.

The extensive use of analysis and reflection activities in the companion workbook draws on the following principles:

- Metacognition refers to a level of thinking that involves active control over the process of thinking that is used in learning situations.
- Cognitive dissonance (L. Festinger) results when an individual must choose between attitudes and behaviours that are contradictory. It can be eliminated by reducing the importance of the conflicting beliefs, acquiring new beliefs that change the balance, or removing the conflicting attitude or behaviour.

Framework design

The following diagram further develops the distance education framework selected, based on the theoretical model.



This diagram is explained on the following pages. Each phase (attract, induct etc) is introduced by identifying the business objectives it addresses.

Then each component within the phase is described in detail showing how it achieves the business objectives, addresses the findings and employs the theoretical model.

Also please note, the red, orange and green lines are referred to as pathways and the companion workbook and software systems are referred to as scaffolding.

Component descriptions

Attract

The attract phase reduces the cost of training and improves the skills and knowledge of volunteers by filtering out uncommitted candidates. By exposing potential volunteers to a realistic experience of volunteering, those who go on to commit have a demonstrated desire to volunteer. Desire is an essential intrinsic motivator and significantly impacts the success of training and with a higher number of 'keen' volunteers entering the training, the opportunity cost of training people who drop-out should fall.

Pre-brief

This component comprises the following:

- An icebreaker activity to help learners get to know each other.
- A group discussion activity centred on what learners hope to get from volunteering and what they expect to experience in the observation session.
- A briefing focused on the ground rules for the observation activity and the fact-finding activity they will need to complete during the activity.

Observation

This component comprises the following:

- An observation session in which learners listen in on some calls and watch what is going on.
- A fact-finding/treasure hunt activity in which they must ask working volunteers a couple of questions and collect specific items (Eg. a CLSIS form, a referral brochure etc) that are interesting and provoke thought and discussion.

Debrief

This component comprises the following:

- A debrief activity in which learners report their findings/treasures to the group and through which the facilitator probes learners on their excitement and concerns about becoming a volunteer.
- An informal evaluation conducted by the facilitator, recording against each learner their observations about how well they responded to the activities and their reflections upon the specific needs each learner may have once formal training begins.

Scaffolding

A number of social media tools could be used to scaffold this phase including sites like voicethread.com, slidestory.com, slideshare.net, youtube.com and even Virtual Learning Environments (VLEs) such as secondlife.com. Any of these could be used to create a teaser experience of what it is like to be a volunteer and allow both prospective and existing volunteers to add their thoughts.

This teaser and the comments it attracts could act as both a first level filter, putting unsuitable people off, and an advertisement attracting ideally suited people. It could be slotted in at the very beginning of the training framework, prior to attending the pre-briefing and be promoted as the first port of call for anyone considering becoming a volunteer. However if poorly developed and managed it could easily put good candidates off as well.

It is recommended that a tool with strong access controls be piloted with some introductory content, to test its popularity and the reactions of potential volunteers, prior to full implementation.

Pathways

Prospective volunteers are invited to participate in the one-hour observation activity. Having completed the activity, a follow up call is made to participants by WLSV to verify their continued interest in becoming a volunteer and enrol them in training.

Should they not wish to continue, they are either flagged for later contact and enrolment if they wish, or they exit the framework entirely. Those learners who are enrolled begin their training with the induct phase.

Induct

The induct phase improves the skills and knowledge of volunteers by motivating learners and providing learning and practice in essential WLSV policies, procedures, processes, systems and techniques, accelerating learners to theoretical competence very quickly.

This phase also effectively replaces all the current classroom induction training eliminating these delivery costs, freeing trainers to focus on courseware development and increasing WLSV's reach and capacity to deliver training nationally. By addressing topics not previously covered or addressing them more deeply, it also serves to reduce errors and other negative downstream business impacts, further reducing WLSV's costs.

It also separates process, systems and skills training so for example, telephone and advice skills training is separate from the WLSV business process training, enabling the skills training to be decoupled from the framework and offered as a stand alone fee-based course.

Background

This component uses traditional eLearning comprising interactive, case study, formative assessment (such as multi-choice, true/false, fill in the blank and so on), structural recall methods (mnemonics, recapitulation etc) and companion workbook activities as follows, to establish a foundation upon which higher order learning can be developed.

- Activities examining the history, vision and mission of WLSV as well as the joys and challenges of the work (Satisfaction, friendship, networking, stress, no closure, fear of bad advice etc) aiming to extrinsically motivate the learner (Eg. To help clients and help the WLSV), link the material to the learners' intrinsic motivators (Eg. This makes me feel good, I work hard at everything I do etc) and frame their emotional responses to the learning ahead.
- Activities in the companion workbook requiring the learner to reflect upon their reasons for wanting to volunteer, their expectations and how their current 'ways of doing and being' might need to change to be effective as a volunteer.

- Activities raising the learners awareness of key messages, policies and procedures including the WLSV code of conduct (things like commitment, bias, privacy, confidentiality etc), highlighting when, why and how they may be relevant, the consequences of non-compliance and so on, with references to further information and workplace support tools in the companion workbook.

Process

This component uses interactive flowcharts, branching learning, formative assessment and companion workbook activities to embed the primary call process and other processes as follows:

- Activities unpacking the *call process* stages (Taking instruction, outlining options, advising client, next steps) and objectives, structured for later recall and application.
- Activities examining the WLSV casework service *referral process*, the means test and casework guidelines that govern its application and the process for referral to other external agencies.
- Activities examining the *business processes* (CLISIS form, interpreter request, hearing impaired, seeking supervisor intervention, call escalation, mail outs, complaints etc) directly supporting the primary process, their purposes, when to initiate them, how to complete them and so on, with references to further information and workplace support tools in the companion workbook.
- Activities providing an overview of the *support processes* (security, evacuation, hours, rosters, reimbursements, JOG etc), with references to the full range of policies and procedures and workplace support tools in the companion workbook.

Systems

This component uses hardware and software simulation and formative assessment activities as follows to familiarise learners with the technical aspects of their work as follows:

- Activities providing learners with practice in using the telephone system to answer, hold and transfer calls etc.
- Activities introducing and providing practice with the web 2.0 community used as part of the training framework and as one source of their ongoing professional development.
- Activities providing learners with practice in using the FAQ knowledgebase system (Wetpaint wiki) to create, view and edit FAQ's and the governance processes involved including approval, publishing and so on.

Skills

This component uses traditional eLearning comprising interactive, case study, branching learning, formative assessment, structured recall methods and companion workbook activities to develop the learners' core telephone technique skills as follows:

- Activities exploring questioning techniques, active listening skills, dealing with different caller types and emotional states, developing an assuring persona, developing empathy, detecting falsehoods, keeping calls moving and so on, including references to workplace support tools in the companion workbook.

- Activities exploring the principles of good advice giving such as staying calm, objectivity, determining risk, overcoming barriers and objections, empowering clients, gaining commitment and using plain language, including references to workplace support tools in the companion workbook.
- Activities in the companion workbook requiring the learner to reflect upon their professional training and personal experience and how it might present opportunities for, and barriers to, developing effective 'soft skills'.

Assess

This component uses a blend of traditional online summative assessment interactions to test the learners' retention and recall of the knowledge imparted during the induction and their understanding of how that knowledge is applied in a range of situations and examples.

Scaffolding

There are two excellent opportunities for web 2.0 scaffolding in this phase, firstly exploring the fears and joys arising of the work and secondly in providing additional resources covering compliance policies such as privacy.

A number of tools such as Facebook and the many others provide group blogging, comments, forums, chat and so on. These functions would suit a discussion on the fears and joys of volunteering, but creating a vibrant online community is a long and difficult process. It is also an essential component of professional development and therefore critical to WLSV's future plans.

A number of free resources such as Delicious, Digg, Twitter, Diigo and Stumbleupon are suited to socially driven resource lists, offering functions such as website ratings, comments, RSS feeds and so on.

It is recommended that the tool(s) selected for the resource sharing be very popular and likely to already be in use by learners, such as Delicious or Twitter. This should increase uptake. It is also recommended that their use by WLSV be piloted to examine not only their effectiveness in stimulating learner engagement, but also the time they require to be properly supported by WLSV staff.

However, it should be recognised that too many different sites and tools working together is unwieldy for administrators and annoying for learners. Therefore it is recommended that all the web 2.0 needs be aggregated and analysed to identify just a couple of tools that serve most of WLSV's needs.

This phase is also scaffolded by the FAQ knowledgebase (Wetpaint) and across various components by the Companion workbook, offering reflection and analysis activities, reference resources (such as policies and procedures) and workplace support tools (such as quick reference pages).

Pathways

Should a learner fail the online assessment at the end of the induction phase, the remedial pathway would return them to the beginning of the module, to repeat the training. With an LMS, this assessment and remedial pathway could be further granularised to allow more targeted remedial training, so that learners need only repeat the sections they were weak on.

At this point learners who failed badly, failed multiple times, or were deemed by WLSV to be

unsuitable for whatever reason could be managed out of the training program. Those learners who passed would progress to the next phase, develop.

Develop

The develop phase comprises three eLearning modules, each focused one area of the law (VOCAT, IO's and Family Law). Each module could be further subdivided into topics if a module were unusually large, if a topic were suited to fee-based training or to target tracking and remedial training more tightly. For example, Family Law comprises three topics, Children, Property and Separation.

Each module or topic contains three components, learn, practice and assess. Learners can select the modules in any order, but must complete all of them to be eligible for the next phase, transfer.

Each module provides learners with the skills and knowledge needed to provide advice, accelerating learners to theoretical competence very quickly. This phase also effectively replaces all the current classroom training eliminating these delivery costs, freeing trainers to focus on courseware development and increasing WLSV's reach and capacity to deliver training nationally.

Learn

This component uses traditional eLearning comprising interactive, case study, flowchart, formative assessment (non-scored, providing progress feedback) and companion workbook activities to develop the learners' knowledge of that area of law.

It represents the primary source of legal knowledge in the framework and isolates this legal training as much as possible to this component, for easier maintenance in response to changes in the law. It comprises the following:

- Activities examining the relevant Act(s) informing this area of the law and its underpinning declarative knowledge (such as explicit legal and inferred moral principles).
- Activities establishing the procedural knowledge through which the principles are applied (such as legal definitions and processes).
- Activities identifying the conditional knowledge that acts to modify the conditional knowledge (such as submission cut-off dates, sunset dates and retrospective changes).
- Activities exploring situations relevant to this area of the law, including typical call flows, the kinds of questions to be asked, their purpose and typical answers provided by clients.
- Activities providing exemplar application of the knowledge to these situations demonstrating the limits and ambiguities inherent in the declarative knowledge, its application to these situations through the procedural knowledge and identifying the trigger events for conditional knowledge.
- Activities concluding these typical scenarios exploring the range of external referral services available, highlighting when, why and how they may be relevant, with references to further information in the companion workbook.

- Activities in the companion workbook requiring the learner to analyse several new situations and identify the relevant knowledge, questions, answers and referrals needed for its successful resolution using the workplace support tools provided.
- Activities in the companion workbook requiring the learner to explore their feelings about the situations they just analysed, what the clients might be feeling, the barriers and difficulties that might arise as a result, and how they might work through them.

Practice

This component uses audio-based branching simulation to provide the learner with realistic practice of a typical call in this area of the law as follows:

- Cues such as mnemonics and images to stimulate recall of key processes and concepts from earlier modules that are relevant to the current scenario.
- Embedded trigger statements that require the learner to use the FAQ knowledgebase and the reference materials and workplace support tools in the companion workbook to complete the scenario.
- Branching sequences that provide ideal, OK and poor options in response to client conversations testing the learners knowledge and skills learned so far and demonstrating the efficacy of the optimal approach through the provision of feedback exploring the consequences of each choice, providing opportunities to make better choices and providing summary feedback at the conclusion of the scenario.

Assess

This component uses a blend of traditional online summative assessment interactions to test the learners' retention of the legal knowledge imparted in the module and their skill in applying it to a range of situations and examples.

Scaffolding

There are two excellent opportunities for web 2.0 scaffolds in this phase, firstly exploring the limits and ambiguities of the declarative legal knowledge and secondly for learners sharing their feelings and approaches to the analysis activities in the companion workbook.

These are well suited to online collaboration because they are provocative and have no clear answers and are therefore likely to promote discussion amongst learners. This can be ignited by WLSV through the posting of questions and topics of debate.

These kinds of subjects could engage the learners creativity through brainstorming, mind mapping and serial storytelling tools such as flowchart.com and novlet.com, however as previously discussed, there is a danger in using too many different tools and websites.

This phase is also scaffolded by the FAQ knowledgebase and across various components by the Companion workbook, offering reflection and analysis activities, reference resources and workplace support tools.

Pathways

Should a learner fail the online assessment at the end of the develop phase, the remedial pathway would return them to the beginning of the specific module they failed, to repeat the training. With an LMS, this assessment and remedial pathway could be further granularised

to allow more targeted remedial training, so that learners need only repeat the sections they were weak on.

At this point learners who failed badly, failed multiple modules, or multiple times, or were deemed by WLSV to be incapable for whatever reason could be managed out of the training program. Those learners who passed would progress to the next phase, transfer.

Transfer

The transfer phase develops the learners' knowledge and skills tremendously by synthesising and transferring it to the workplace through realistic practice. It also greatly accelerates their time to competence by reducing the informal training they used to receive on the job (i.e. Competence is currently only achieved some months into the job, with this approach learners are far closer to full competence, before they even start their first shift).

This approach also increases WLSV delivery reach, being completely telephone based and offers greater delivery capacity by enabling WLSV to assign the mentoring to not just the trainers but also other qualified staff, also potentially freeing trainers to undertake courseware development.

Basic, medium and hard calls

This component uses telephone based role-playing and mentoring to synthesise the three areas of law (VOCAT, Family and IO's) and transfer the learners skills and knowledge into the workplace through realistic practice, multiple times and in multiple settings.

Using WLSV lawyers, supervisors, volunteers and trainers as mock clients, each learners' ability to apply their learning is rigorously tested. Three calls are scheduled with each learner and after each call the learner is debriefed.

The basic call covers only one area of the law, the medium call tests two and the hard call tests all three. As learners move through the call levels, greater levels of complexity and ambiguity are introduced and tested as follows:

- Testing the learners' knowledge of call and business process knowledge (Eg. completing CLSIS, interpreter requests etc).
- Testing the learners' knowledge of and ability to apply correctly the declarative, procedural and conditional knowledge relevant to that call.
- Testing the learners' knowledge of suitable referrals to the casework service and other external referral services.
- Embedded trigger statements that require the learner to use the FAQ knowledgebase, the reference materials and workplace support tools in the companion workbook to address the callers' needs.
- Testing the learners' skills in using questioning techniques, active listening, dealing with different caller types and emotional states, developing an assuring persona, developing empathy, detecting falsehoods, keeping calls moving and so on.

Debrief

The mentor is supported with script guides and assessment checklists to ensure they test the learner against all requirements. Depending on the experience and skills of the mentor, they may also improvise.

After each call, the learner is debriefed, with the mentor offering targeted feedback and remedial training information and resources to close their knowledge/skill gaps in preparation for the consolidation phase.

Activities in the companion workbook require the learner to formalise their development plan, with reflection questions on their feelings around the calls, their strengths, weaknesses as a volunteer and their plans to continue their development both in preparation for the next call and into the consolidation phase.

Scaffolding

There is one opportunity for web 2.0 scaffold in this phase and that is to share online, their feelings and approaches from the companion workbook activity. Once again this sharing is well suited to online collaboration and can use the tools previously discussed.

This phase is also scaffolded by the FAQ knowledgebase and the companion workbook, used for the trigger events in the telephone role-play component.

Pathways

Should a learner fail any of the phone calls, a remedial pathway could take them back to the relevant eLearning module from the previous phase, or more likely, an individual remedial plan would be negotiated between themselves and their mentor.

The remedial pathway in this phase is iterative. Learners have three opportunities to be tested, debriefed and provided with feedback on their progress and learning gaps. Having closed those gaps through remedial training, learners reattempt the role-play.

At this point learners who failed badly, failed to address their development needs, or were deemed by WLSV to be unsuitable for whatever reason could be managed out of the training program. Those learners who passed would progress to the final phase consolidate.

Consolidate

The consolidate phase deepens and embeds the learners' knowledge and skills tremendously by providing them with supported experience in the call centre. At this point learners are effectively probationary volunteers and are consolidating all they have learned by applying it repeatedly.

These probationary volunteers would be expected to have greater competence, than the graduates of the existing training approach and a greater capacity for self-directed learning and self-initiated problem solving. This should reduce the costs to the WLSV arising from supervisor over dependence, omissions and corrections, incorrect referrals and so on.

Ideally this phase should also be supported by data collection and analysis process focused on individual performance data relating to call times, call quality, errors and omissions. This data should be used to inform the consolidation and further development of each volunteers competence and integrate this training framework with WLSV's performance management and individual development systems.

Reinforce

This component requires the Supervisor to act as an informal workplace assessor and mentor, ensuring that probationary volunteers undertake the following:

- Adhere to all WLSV policies, procedures and the code of conduct.

- Follow all call, referral, business and support processes
- Correctly use the telephone and computer systems following governance procedures
- Effectively employ their telephone, listening and advice giving skills
- Adapt their approach to different callers and call types
- Demonstrate the qualities of a good volunteer
- Demonstrate a working knowledge of all the relevant areas of the law
- Uncover and respond to all the needs of their callers
- Complete calls in a timely and effective manner
- Reference their FAQ knowledgebase and companion workbook as required to minimise their dependence on the Supervisor
- Correctly identify and make referrals to the WLSV casework service and other external referral services.

The Supervisor is supported with checklists and other tools to support their role and once they are confident that a volunteer is competent across all these dimensions, is contributing to the achievement of the business objectives and meeting the needs of the callers, the probationary volunteer is certified and they proceed to the extend component.

Extend

As certified volunteers the learners now enter a new phase focused on extending what they have learned to others, with the purpose of developing the depth of their experience, the quality of their judgement and their confidence in tacit information sharing as follows:

- Short but frequent activities requiring volunteers to contribute to the FAQ knowledgebase and web 2.0 scaffolds, to ensure information is correct and that new learners are challenged and supported.
- Short but frequent discussions between volunteers focused on interesting calls and the issues they raised.
- Periodic 270-degree evaluation activities where each learner, their peers and their supervisor identify areas in which they would like to deepen their skills and knowledge and how this might be achieved.

Support

Over time the Supervisor's support is gradually withdrawn as each learner's need for it diminishes, with the Supervisor ultimately playing a quality assurance, ongoing professional development and specialist advisory role.

Scaffolding

There is extensive and ongoing opportunity for web 2.0 scaffolding in this phase, by the volunteers continuing to contribute to their online community acting as both a member of the certified volunteers community and by contributing to the support and development of learners.

This phase is also scaffolded by the FAQ knowledgebase and the reference materials and

workplace support tools in the Companion workbook, both of which should continue to be used by volunteers in their day-to-day volunteer work.

Pathways

At this phase of the training, probationary volunteers are already volunteering in the call centre and so any remedial training needs are identified and addressed by their Supervisor 'on-the-job'.

It is unlikely that volunteers would need to be managed out of the organisation at this stage, but from time-to-time difficulties will emerge and in these cases, it becomes a performance management issue.

Curriculum

The following table summarises the curriculum, its estimated duration and content coverage.

The content covered is based on a high level analysis of the existing training materials, interview data and a draft job requirements analysis conducted by WLSV, and available in Appendix 5 – Job requirements.

The durations are estimates only because accurate timings cannot be given until a detailed learning design has been completed for each component.

The N/A items below are focused on content already covered.

(PLEASE NOTE I NEED SOME HELP HERE TO FILL IN content covered - It needs to list all content to be covered)

Module	Topic	Duration (mins)	Content covered
Attract	Pre-brief	10	N/A
	Observation	30	<ul style="list-style-type: none"> ▪ Learner expectations ▪ Opportunities and concerns
	Debrief	20	N/A
Induct	Background	20	<ul style="list-style-type: none"> ▪ WLSV vision, mission, values, history ▪ Values, joys, challenges, motivations and development needs ▪ Key messages, policies and organisational expectations including confidentiality, privacy, conflict of interest, insurance, commitment, bias
	Process	60	<ul style="list-style-type: none"> ▪ Call process stages - Taking instruction, exploring options, advising client, next steps ▪ WLSV casework service referral process, means test, casework guidelines, referral to external agencies ▪ Business processes - CLSIS form, interpreter request, hearing impaired, client complaints, seeking supervisor intervention, call escalation, mail outs, complaints, country callers, hearing impaired, male callers ▪ Support processes – Snacks, WLSV complaints, security, evacuation, hours, rosters, reimbursements, JOG, membership
	Systems	20	<ul style="list-style-type: none"> ▪ Telephones - Answer, hold and transfer calls ▪ Web 2.0 community – using, rules ▪ FAQ knowledgebase – Search, add, edit, delete, approval ▪ Infocom - search
	Skills	60	<ul style="list-style-type: none"> ▪ Questioning and active listening skills ▪ Caller types and approaches

Module	Topic	Duration (mins)	Content covered
			<ul style="list-style-type: none"> Other approaches - Detecting falsehoods, keeping calls moving, determining risk, overcoming barriers Advice giving - assuring persona, empathy staying calm, objectivity, empowering clients, gaining commitment, using plain language Barriers and opportunities to develop these skills
	Assess	20	N/A
Develop - VOCAT	Learn	60	<ul style="list-style-type: none"> VOCAT jurisdictions Underpinning Acts, principals and definitions Eligibility criteria and entitlements Application process Issues to consider
	Practice	20	N/A
	Assess	10	<ul style="list-style-type: none"> N/A
Develop – Family Law	Learn (Children)	30	<ul style="list-style-type: none"> Family Law, Family Violence and Domestic Relationship, Child Protection, Criminal Law Acts Principles - ESPR, and best interests of child Processes - defining family violence, Parenting plans, CDR, FLOS, FDRP, FRC, Parenting orders Limits – roll out dates, exemptions, false allegations, breaches Issues – Violence, child support, recovery, relocation, contact, residence, separation
	Learn (Property)	30	<ul style="list-style-type: none"> ???
	Learn (Separation)	30	<ul style="list-style-type: none"> ????
	Practice (Children)	10	<ul style="list-style-type: none"> Easy - Violence & separation Medium - Relocation & recovery Hard - Violence, contact, residence & child support
	Practice (Property)	10	<ul style="list-style-type: none"> Easy - ????? Medium - ????? Hard - ??????
	Practice (Separation)	10	<ul style="list-style-type: none"> Easy - ????? Medium - ????? Hard - ??????
	Assess (Children)	5	N/A
	Assess (Property)	5	N/A
	Assess (Separation)	5	N/A
Develop – IO's	Learn	60	<ul style="list-style-type: none"> Law and safety concepts Underpinning Acts and principles IO's, family and children's court

Module	Topic	Duration (mins)	Content covered
			<ul style="list-style-type: none"> ▪ Grounds for IO ▪ IO application process ▪ Tailoring an order ▪ Outcomes ▪ Evidence framework ▪ Collecting and presenting evidence ▪ Variations, revocations and extensions ▪ Police code of practice
	Practice	20	<ul style="list-style-type: none"> ▪ Easy - ???? ▪ Medium - ???? ▪ Hard - ?????
	Assess	10	N/A
Transfer	Basic call	10	<ul style="list-style-type: none"> ▪ Applying call and business processes ▪ Making referrals ▪ Using FAQ knowledgebase and reference materials ▪ Applying call skills and techniques ▪ Apply knowledge of Family Law
	Debrief	10	N/A
	Medium call	15	<ul style="list-style-type: none"> ▪ As above plus applying knowledge of Family Law and IO's
	Debrief	10	N/A
	Hard call	20	<ul style="list-style-type: none"> ▪ As above plus applying knowledge of Family Law, IO's and VOCAT
	Debrief	10	N/A
Consolidate	Reinforce	N/A	N/A
	Extend	N/A	<ul style="list-style-type: none"> ▪ Tacit information sharing ▪ Supporting learners
	Support	N/A	N/A
Total duration (hours)		10.5	

In the following section a portion of the training framework and curriculum is further developed into a detailed learning design for the pilot program. Its purpose is to specifically guide the development phase for the pilot.

Pilot program

Scope

The efficacy of eLearning to teach theory and processes is well established and does not really need external validation through a pilot. Telephone mentoring is also a proven method for developing and assessing call centre related competencies.

The biggest risk in this framework is in using eLearning and simulation as the primary method for developing the learners overall competence. It should therefore be the focus of the pilot program.

The content area for the pilot has been specified by WLSV as being Family Law because based on their experience, it is the most difficult area to teach and learn. However at just over two hours of eLearning, it is too large for a pilot, so a single topic from this area of the law, called children's matters has been selected as the content focus of the pilot.

Also included in the pilot scope will be any relevant companion workbook activities and web 2.0 functions identified by the training framework as scaffolding this portion of the training.

Therefore the pilot program scope for children's matters is as follows:

Requirement	Scope	Comments
Learn topic	30 mins traditional eLearning	About 30 screens
Practice topic	10 mins branching simulation	About 12 screens, averaging 4 screens per simulation, each with 3 branches and audio
Assess topic	5 mins traditional online assessment	6 case study questions
Companion workbook	2 x activities	1 case study with an analysis and a reflection activity
	3 x call flowcharts	Estimate to cover most matters
	1 x critical information checklist	Is this enough or do we need one for each matter type – Violence, child support etc?
	? x referral service fact sheets	How many needed to cover off most children's matters referral agencies?
FAQ knowledgebase	3 x supporting FAQ's	Should be enough for trigger events
Web 2.0 supports	Online collaboration Social media	These are discussed in technical resource requirements Will need to post topics, stimulation questions, examples etc and monitor/contribute throughout pilot
Feedback mechanism	Mechanisms to collect feedback on the training	Folded in to the Family Law classroom training in place of the children's matters components that this pilot replaces
Enrolment, tracking and reporting mechanism		These are discussed in technical resource requirements Will need to spend time administering the functions

Learning objectives

There are many objectives from the Induct phase relevant to this phase such as the call process, referral process, risk management, questioning, advice giving and so on. But for the pilot, the learning objectives have been restricted to the module specific knowledge and skills as follows:

Skills

1. Apply the definitions of family violence, residence, contact, equal time, substantial & significant time and reasonably practicable to a range of children's matters.
2. Apply the Equal and Shared Parental Responsibility (ESPR) presumption, its principles and hierarchy to a range of children's matters.
3. Apply the principles comprising 'best interests of the child' to a range of children's matters.
4. Respond appropriately to your own and the clients feelings and issues relating to family violence, child support, recovery, relocation, contact, residence and separation.

Knowledge

5. Understand the State and Commonwealth Acts and policy relevant to Children's matters and when they apply.
6. Answer typical questions associated with family violence, child support, recovery, relocation, contact, residence and separation.
7. Understand the definitions, purpose, processes, scope, power, provisions and consequences of parenting plans, Family Court applications, Certificate of Dispute Resolution (CDR) Family Dispute Resolution (FDR) & its practitioners and parenting orders.
8. Understand the definitions, purpose, processes, scope, power, provisions, triggers and consequences of exemptions, date limits, false allegations and order breaches.
9. Understand the risk, legal, procedural and practical issues associated with family violence, child support, recovery, relocation, contact, residence and separation.
10. Understand the value, scope, triggers and processes for the most commonly used referral services for children's matters.
11. Understand the typical crossover pathways between children's matters and other matters and areas of the law.

On the following page, the learning design for the pilot is detailed including its coverage against the learning objectives above.

Learning design

The following learning design represents a best practice blueprint, transferable to all the topics comprising the develop phase. It also details the coverage of the activities against the learning objectives.

Component	Blueprint	Learning activities	1	2	3	4	5	6	7	8	9	10	11	Delivery
Learn	Overview	Explorer activity of relevant acts and an overview of their relevant declarative, procedural and conditional knowledge to children's matters	✓	✓	✓		✓							eLearning
	Declarative knowledge	Explorer activity examining the declarative knowledge in children's matters at a moderately detailed level		✓	✓									eLearning
		Undetermined (interaction depends on what's being examined) activity examining critical bits of declarative knowledge in detail		✓	✓									eLearning
		Formative assessment activity testing the learners retention of the declarative knowledge and providing feedback		✓	✓									eLearning
	Procedural knowledge	Explorer activity examining the procedural knowledge in children's matters at a moderately detailed level	✓						✓		✓			eLearning
		Undetermined activity examining critical bits of procedural knowledge in detail	✓						✓		✓			eLearning
		Formative assessment activity testing the learners retention of the procedural knowledge and providing feedback	✓						✓		✓			eLearning
	Conditional knowledge	Explorer activity examining the conditional knowledge in children's matters at a moderately detailed level								✓				eLearning
		Undetermined activity examining critical bits of conditional knowledge in detail								✓				eLearning
		Formative assessment activity testing the learners retention of the conditional knowledge and providing feedback								✓				eLearning
	Interpreting the knowledge	Series of mini case studies examining ambiguities and tricky bits in knowledge gained so far with formative assessments about how the learner would proceed in each case	✓	✓	✓		✓			✓	✓		✓	eLearning
		Web 2.0 activity to post and discuss ambiguities from activity above	✓	✓	✓		✓			✓	✓		✓	Online collaboration

Component	Blueprint	Learning activities	1	2	3	4	5	6	7	8	9	10	11	Delivery
	Taking instructions	Flowchart activity exploring the key decision points for children's matters and the information each one needs	✓	✓	✓			✓	✓	✓	✓			eLearning
		Explorer activity examining the typical FAQ's that uncover the information needed and their typical answers	✓	✓	✓			✓	✓	✓	✓			eLearning
		Formative assessment activity testing the learners retention of the FAQ's	✓	✓	✓			✓	✓	✓	✓			eLearning
	Exploring options	Explorer activity examining the typical options and actions available							✓	✓	✓	✓		eLearning
		Formative assessment activity testing the learners retention and understanding of the suitability of the options to different situations							✓	✓	✓	✓		eLearning
	Giving advice	Explorer activity examining the typical advice given to various situations in children's matters		✓	✓	✓			✓	✓	✓		✓	eLearning
		Formative assessment activity testing learners advice giving for different situations		✓	✓	✓			✓	✓	✓		✓	eLearning
	Taking action	Exploration activity of typical referral services for children's matters. Draws on resources of companion workbook.										✓	✓	eLearning Companion workbook
		Formative assessment activity testing learners judgement in making referrals for specific situations										✓	✓	eLearning
		Web 2.0 activity to post and discuss variations from the whole call process above		✓	✓	✓			✓	✓	✓		✓	Online collaboration
		Web safari to find and rate good info/websites around family matters										✓	✓	Social media
	Case study 1	Case study 1 - Setting out the caller, their story and likely steps forward												eLearning
		Case study 1 - Categorise activity to identify the knowledge relevant to the case study	✓	✓	✓				✓	✓	✓			eLearning
		Case study 1 - Hotspot activity to identify the decision points relevant to the case study	✓	✓	✓			✓	✓	✓	✓		✓	eLearning
		Case study 1 – Formative assessment activity to identify potentially suitable options for this caller	✓	✓	✓			✓	✓	✓	✓		✓	eLearning

Component	Blueprint	Learning activities	1	2	3	4	5	6	7	8	9	10	11	Delivery
		Case study 1 – Formative assessment activity to identify suitable advice for case study		✓	✓	✓			✓	✓	✓		✓	eLearning
		Case study 1 - Categorise activity to assign correct referrals for the case study. Draws on resources of companion workbook.										✓	✓	ELearning Companion workbook
	Case study 2	Case study 2 - Companion workbook activity on a case study to identify relevant knowledge, decisions, questions, options, advice and referrals	✓	✓	✓		✓		✓	✓	✓		✓	Companion workbook
		Case study 2 - Web 2.0 activity to post and discuss answers from activity above	✓	✓	✓	✓	✓		✓	✓	✓		✓	Online collaboration
		Case study 2 - Companion workbook activity on the same case study examining feeling of learner, feelings of caller, arising difficulties and responses				✓								Companion workbook
		Case study 2 - Web 2.0 activity to post and discuss answers from activity above				✓								Online collaboration
Practice	Easy simulation	Audio-based branching simulation advising a woman, who's husband is abusive with the children watching, speculating about what he might do and wanting a plan of action. Draws on resources of FAQ knowledgebase and companion workbook.	✓	✓	✓		✓		✓	✓	✓	✓	✓	Simulation FAQ knowledgebase Companion workbook
	Medium simulation	Audio-based branching simulation advising a woman with poor language skills who's re-partnered and wants to relocate, but who's oldest child and ex-husband don't, including how the law considers the different needs and viewpoints. Draws on resources of FAQ knowledgebase and companion workbook.	✓	✓	✓		✓		✓	✓	✓	✓	✓	Simulation FAQ knowledgebase
	Hard simulation	Audio-based branching simulation advising an extremely distressed woman who fears her ex-husband is abusing her children and has defaulted on his child support, looking at her options and plans. Draws on resources of FAQ knowledgebase and companion workbook.	✓	✓	✓		✓		✓	✓	✓	✓	✓	Simulation FAQ knowledgebase
Assess		Series of case studies and using true false, multi-choice and other summative assessment questions to test the learning objectives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	eLearning

Pilot implementation

Technical

There are hundreds of eLearning tools, systems and approaches available, many of which cost a great deal of money and in many cases, that money is wasted on features never used by the client.

The challenge for this project is to identify a range of free systems and tools that support the implementation of a pilot and allow for the training frameworks' technical underpinning to be conceptually tested without a major investment of money, time and risk.

The following table lists the tools and functions needed to undertake the pilot and provides recommendations for free tools/services meeting the requirements.

Need	Tool/link	Comments
eLearning rapid authoring tool	courselab	Robust eLearning tool, fairly simple but customisable interface and completely free, does output to scorm so could be used with any LMS
Word processing tool	MS Word	Assume WLSV has this, if not google docs does the same thing but free
Image manipulation	GIMP	Free graphic design package
Software screen capturing and movie making	Wink	Free software simulation tool
Audio editing tool with MP3 output	Audacity	Free audio editing tool
Establishment of a private online community available by invite only	ectolearning or edu20	edu makes all your resources and web links public and so would need to password protect eLearning courses on web server
Courseware upload	Web server	None of the free services seem to let you upload eLearning courses to them, so will have to upload courses elsewhere and link to them.
Student enrolment, tracking and results reporting	ectolearning or edu20	Does all this
Learning events management with completion timeframes and tracking	ectolearning or edu20	Does all this
Online assessment and scoring	ectolearning or edu20	Assessment in ecto is limited to multiple choice, while edu has more assessment types
Forum and chat	ectolearning or edu20	In Ecto chat costs money, edu20 offers lots of collaboration features
FAQ knowledgebase	WetPaint	Already in use by WLSV

The proposed approach is to upload the eLearning to a web server in Australia, then create the community, the course shells, forum topics and online assessments in the LMS and link to the eLearning courses on web server. That way the low bandwidth activity is on the US server and the more media rich content is in Australia.

Overall, Edu20 offers the largest range of functions and better online collaboration tools, but it requires that all resources uploaded and web links included are made public. If WLSV has no issues with this, then I recommend this service, but if not, then ectolearning is the next best option. There are various other tools available, but they have different issues such as requiring non-exclusive use of content, functionality deficits and so on. Below are their links for your review

Free tools and services

Learning management systems and collaboration environments

- <http://www.rcampus.com>
- <http://www.myicourse.com/>
- <http://www.wiziq.com>
- <http://www.ectolearning.com>
- <http://www.edu20.org>

Development tools

- <http://www.gimp.org/>
- <http://courselab.com/>
- <http://www.debugmode.com/wink/>
- <http://audacity.sourceforge.net/>

Creativity tools

Experimentation with creativity tools could also be undertaken over the course of the pilot, with the following tools/services being offered free or for a very small fee.

- <http://scratch.mit.edu/>
- <http://classtools.net/>
- <http://flowchart.com/>
- <http://www.novlet.com/>
- <http://adventuremaker.com/>

Change requirements

The following is not a comprehensive plan for the changes the WLSV will need to undertake to implement the training framework. Such a plan falls outside the scope of this document, but will need to be developed prior to full implementation.

Resources

To undertake the pilot, the WLSV will need to assign the following tasks internally:

- LMS administration – Enrolment and reporting, progress monitoring etc
- Manage/moderate the web 2.0 scaffolds – post questions, delete and edit inappropriate comments, upload and manage FAQ knowledgebase including basic metadata, IA and governance model
- Pilot evaluation – Develop a piloting plan and measures, collect baseline data and undertake periodic measurement and feedback collection, from the pilot.

Existing training changes

To undertake the pilot, the WLSV will need to make the following changes to the existing training framework:

- Delete children's matters from the existing training delivery
- Incorporate a feedback from and/or discussion into the existing Family Law training to collect improvements on new approach

Skills transfer

A skills transfer program is proposed for the training framework as follows:

Discovery phase

Informal transfer of broad concepts in L&D and general awareness building of what it takes to develop a training framework. This has already been done through the collaborative development of this document.

Pilot program

A series of activities incorporated into the pilot program development phase are proposed as follows:

Storyboarding

- Co-development in storyboarding several activities and the medium simulation activity, between WLSV representative and Becker Consulting.
- Independent development in storyboarding several activities and the basic simulation activity, by the WLSV representative with quality assurance support by Becker Consulting.
- Vendor development in storyboarding remaining activities by Becker Consulting.

Media production

- Co-development in creating and editing several sets of images and audio needed, between WLSV representative and Becker Consulting.
- Independent development in creating and editing several sets of images and audio needed, by the WLSV representative with quality assurance support by Becker Consulting.
- Vendor development of remaining media elements by Becker Consulting.

eLearning authoring

- Co-development in developing templates for all interactions and authoring several activities and the medium simulation activity, between WLSV representative and Becker Consulting.
- Independent development in authoring several activities and the basic simulation activity, by the WLSV representative with quality assurance support by Becker Consulting.
- Vendor development in authoring remaining courseware by Becker Consulting.

Companion workbook authoring

- Co-development in creating all of the templates and some of the workbook activities and workplace support tools, between WLSV representative and Becker Consulting.
- Independent development in creating remaining workbook activities and workplace support tools, by the WLSV representative with quality assurance support by Becker Consulting.

LMS set-up and course structuring

- Total co-development in setting up and uploading course structure, developing assessments and so on, between WLSV representative and Becker Consulting.

Full implementation

The scope of the skills transfer encompasses the full range of technical skills needed to develop and maintain blended learning materials including the development of materials in Word, a rapid eLearning authoring tool and basic graphics and audio editing programs.

The skills transfer approach must also provide training in the processes and models needed to be effective in training needs analysis, instructional design, quality assurance, governance, version control and so on.

The objective is to make WLSV fully vendor independent, requiring outsourced services only for the creation of rich media assets such as video or animation and for the design of new instructional models to underpin for example, their professional development program.

However, it should be recognised that a small amount of skills transfer occurring in parallel with the pilot program is just a small step on a long road, with a skills transfer program of this magnitude likely to take 18-months to 2 years.

Financial

Indicative overall budget

It is assumed that the following indicative budget does not include any of the internal costs to the WLSV such as staff wages for time spend developing materials and so on. Also, an indicative overall budget is difficult to determine for the following reasons:

- Until the pilot is complete, the training framework is finalised and most importantly the technical architecture is finalised, a cost for the technical architecture cannot be estimated. For example WLSV may commit to using the free tools, or buy an LMS, or need a KMS and so on.
- The budget is influenced by how much development work is undertaken by WLSV. Whilst it is expected that over time WLSV will undertake more of the development work, until that is precisely determined, an accurate costing cannot be given.
- Until learning designs are developed for each component of the framework, an accurate costing cannot be given for their development.
- Until a detailed skills transfer plan is developed, it is difficult to cost this component.

Therefore it is assumed in the indicative budget below that free tools will continue to be used, that WLSV will undertake about a third of the development activities in-house and that about a third of the cost of each component is attributed to skills transfer activities.

Component	Cost
Attract	\$3,000
Induct	\$80,000
Develop - VOCAT	\$30,000
Develop – Family Law	\$70,000
Develop – IO's	\$35,000
Transfer	\$30,000
Consolidate	\$8,000
eLearning hosting fees	<\$5,000 per year
Digital camera, microphone and sound card	<\$2,000
Total (ex hosting and GST)	\$258,000

This budget is expected to be needed over about a 2-year time frame, but it is proposed that a fixed price costing be developed for each component, prior to funding being sought by the WLSV, starting with the Children's matters topic within the Develop – Family Law component.

This budget is similar to Vendor X estimate, but has a very different focus. It includes the development of blended learning, not just eLearning materials and so the development costs are higher, but the delivery costs are very low because free tools are being used. It also incorporates extensive skills transfer, enabling WLSV to become competent in not just maintaining eLearning courses, but in developing their own blended learning programs.

However, broadly speaking, the ROI estimates provided in the Vendor X documents would hold true for this approach also, so no further business case building is required here.

Pilot fixed price costing

The following fixed price costing is provided for the pilot program. It is based on the scope outlined earlier in the document and does not include the costs of hosting the eLearning or the purchase of hardware such as a microphone and sound card etc required by WLSV to implement the program.

Component	Rate	Days	Cost
Project management	\$960	4	\$3,840
Interface design	\$800	2.5	\$2,000
Template designs	\$800	5	\$4,000
Storyboarding	\$650	6	\$3,900
Storyboarding skills transfer	\$800	2	\$1,600
Media creation	\$550	3	\$1,650
Media creation skills transfer	\$800	1	\$800
eLearning authoring	\$550	6	\$3,300
eLearning skills transfer	\$800	2	\$1,600
Companion workbook content creation	\$650	5	\$3,250
Companion workbook skills transfer	\$800	1.5	\$1,200
Web 2.0/LMS community co-development	\$550	2	\$1,100
Upload and testing	\$550	1	\$550
		Sub-total	\$28,790
		GST	\$2,879
		TOTAL	\$31,669

Conclusion

It is with great pleasure that Becker Consulting submits this document as the final deliverable in this discovery phase.

Becker Consulting is delighted to be involved with the WLSV, recognising the important service it plays in supporting women throughout Victoria and the potential role it can play in extending that support to women and other social services Australia wide.

It is hoped this document is both useful and interesting to WLSV in its journey into the world of blended learning and the provision of fee-based training services, and that Becker Consulting can continue to partner the WLSV on this journey.