



## Request for Tender

### Toolbox Series 12: E-learning Resource Development (Toolbox development)

#### TENDER NO. 01-01-09

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Date of issue of this RFT:	Tuesday 20 <sup>th</sup> January 2009
Closing time and date:	12 Noon Australian Eastern Daylight Time on Tuesday 17 <sup>th</sup> February 2009

**Lodgement details:**

Tenders must be submitted electronically.

**To:** [eoi@eworks.edu.au](mailto:eoi@eworks.edu.au)

**Email subject line:** [Toolbox Tender 01-01-09](#)

It is the Tenderer's responsibility to ensure that a Tender is lodged before the closing time. Tenders lodged after the stipulated closing time will be deemed late and **will not be accepted**.

The Tender must be supplied as a single attachment **no more than 1 MB and 20 A4 pages** in size, zipped if necessary, see Section 4.7. Documents must be Word or PDF (Adobe) format only.

The attached Tender document should be saved using the following naming convention:

**leadagent\_rft01-01-09\_sub1**. If further Tenders are submitted subsequent documents should be named **leadagent\_rft01-01-09\_sub2**, etc.

Email settings should request both a delivery receipt and a read receipt in order to provide evidence of submission.

No responsibility will be taken for Tenders:

- incorrectly emailed
- lodged with incompatible software or incorrect format
- not lodged in accordance with these instructions.

The RFT consists of the following sections:

**Section 1: Introduction**

This section provides background information and important details regarding eligibility to apply. Please see 'Section 6 Conditions of Tendering' for further information on the rules and conditions of Tendering.

**Section 2: Special requirements for 2009 projects**

This section provides important information regarding technical requirements, and special requirements for certain Training Package areas.

**Section 3: Project deliverables**

This section provides information on the required materials and deliverables of a Toolbox product.

**Section 4: Criteria for selection**

This section provides information on the selection criteria and summary information to be considered in the preparation of your Tender submission. Please see 'Attachment A: Tenderer's Response Template' for a template to assist in filling in the required details.

**Section 5: Contractual requirements**

This section contains information on the proposed contract terms and conditions.

**Section 6: Conditions of Tendering**

This section further sets out the rules applying to the RFT and to the Tendering process. These rules are deemed to be accepted by all Tenderers and by all persons having received or obtained the RFT.

**Appendix A: Development priorities**

This section provides the areas identified as development priorities by the Industry Skills Councils and Industry Training Advisory Board. Proposals that do not address the recommended qualifications or units of competency will not be considered.

**Appendix B: Glossary of terms**

This section defines the terms used in this document. This should be read and accepted by all Tenderers and by all persons having received or obtained the RFT.

**Attachment A: Tenderer's Response Template**

This section specifies the information to be provided and includes a template for the Tender proposal.

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# 1 Introduction

Tenders are now invited from suitably qualified organisations for the 2009 round (Series 12) of online product development within the Australian Flexible Learning Framework. This Request for Tender calls for contractors to develop Toolbox e-learning resources in industry priority areas for the Vocational Education and Training (VET) sector.

Suitable organisations are requested to submit a full Tender according to the details in this document. Both experienced Toolbox developers and organisations new to Toolboxes are invited to apply. Organisations may submit more than one Tender but each Tender must be self-contained and address the development of one Toolbox e-learning resource in one industry priority area only. An organisation submitting more than one Tender must demonstrate that they have sufficient resources and expertise to complete all Tenders within the required development period.

Appendix B: 'Glossary and definitions' defines the terms used in this document.

## 1.1 Background information for Tenderers

Flexible Learning Toolboxes are prominent national e-learning resources which are distributed for use in a variety of training contexts to support the delivery of Industry Training Packages. The Flexible Learning Toolboxes are one of several key Business Activities within the Australian Flexible Learning Framework.

The Australian Flexible Learning Framework Strategy for 2008–2011 is focused on making e-learning an integral part of the national training system.

In summary, the 2008-2011 Strategy is about:

- building on the national investment in resources, standards and repositories
- investing strategically in partnerships between businesses and training providers
- empowering learners to take control of their own learning.

Further information about the Framework Strategy 2008 -2011 is available from <http://flexiblelearning.net.au>.

Project teams will be expected to build on the findings of other relevant Framework initiatives. Information about other Framework projects, including recommendations and final reports (where applicable) is available from <http://flexiblelearning.net.au/projects>.

## 1.2 Objective

The Flexible Learning Toolbox activity aims to:

- contribute to a significant collection of national e-learning resources being used by RTOs across all jurisdictions
- provide greater choice for learners via non classroom-based learning
- increase the range of customisable e-learning content available to VET providers.

The customisable e-learning content will be delivered as a Flexible Learning Toolbox and as a suite of learning objects to be made available via the Learning Object Repository Network (LORN).

The project teams are also expected to draw upon the experiences of previous rounds of Toolbox development since 1998. Information about the Toolbox initiative, including the viewing of products and samples, is available at <http://flexiblelearning.net.au/toolbox>.

### 1.3 Eligibility to apply

The Lead Agent for any proposal must be a VET organisation in either of the following categories:

- Registered Training Organisation (RTO)
- Australian VET unit or directorate with system-wide involvement in flexible learning.

Where the Lead Agent does not have relevant Scope of Registration status, their consortium partner(s) **must** include an RTO with Scope of Registration in the subject matter of the intended Toolbox. This RTO is expected to have a strong role in the project.

Consortium-based proposals may include individuals and organisations that are not RTOs but have the capacity to provide important expertise to the team. Comprehensive and balanced teams will be sought which include expertise in project management, online teaching, instructional design for e-learning, metadata creation, software and web design skills, quality assurance and the relevant subject matter.

The Lead Agent will be responsible for managing the project and will be responsible for the delivery of contracted project deliverables.

### 1.4 Project management and selection process

This round of development is being managed by e-Works on behalf of the Department of Education, Employment and Workplace Relations (DEEWR) and the Flexible Learning Advisory Group (FLAG). Selection of projects is managed by members of the Flexible Learning Toolbox (FLT) Reference Group and advised by the relevant Industry Skills Council (ISC) or Industry Training Advisory Board (ITAB).

The FLT Reference Group is responsible for the Tender selection process, oversees the development of products and carries ultimate responsibility for acceptance of products.

### 1.5 Scope

In general, Series 12 Toolboxes should support no more than 300 nominal hours of training. Organisations new to Toolbox development are encouraged to submit proposals which are up to 150 nominal hours, unless they are part of a consortium.

### 1.6 General timelines

It is anticipated that organisations successful at the Tender stage will sign contracts in early March 2009 with a view to developing the product in the period from mid-March 2009 to late November 2009. Milestone dates for the Series 12 Toolbox projects will be:

4 <sup>th</sup> – 5 <sup>th</sup> March:	Tenders selected and successful teams notified
27 <sup>th</sup> March:	Pre-workshop submission worked on with assistance from National Project Manager (NPM) and Mentor
1 <sup>st</sup> – 2 <sup>nd</sup> April:	Series 12 workshop
6 <sup>th</sup> May:	POC submission
29 <sup>th</sup> July:	Mid-term submission
21 <sup>st</sup> October:	Final deliverables submitted for testing
18 <sup>th</sup> November:	Improved final deliverable including corrections/improvements following testing
9 <sup>th</sup> December:	Completed product and deliverables submitted and project finalised

## 1.7 Critical dates

Final selection of Tenders will occur in early March 2009. Successful organisations will be notified shortly after this time.

Successful organisations are required to develop and submit the following by 27<sup>th</sup> March 2009:

- a site map
- a storyboard of one unit of competency, or one major task
- a basic interface design (at least two options) providing global navigation and major design elements.

This will be assessed and followed by a practical workshop which will be attended by three project team members to be held in Melbourne over two days (1<sup>st</sup> and 2<sup>nd</sup> April 2009). The three team members required to attend will be the project manager, an instructional designer, and a technical project manager.

**NOTE:** Do **NOT** include workshop attendance costs in your budget as meals, accommodation and travel will be managed by e-Works.

## 1.8 Level of funding

Funding for individual proposals is expected to be within the range of \$100,000 - \$200,000.

## 1.9 Conditions of Tendering

Further information on the Conditions of this RFT are in 'Section 6: Conditions of Tendering' of this document.

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## 2 Special requirements for 2009 projects

### 2.1 Priority areas for development

Following consultation with Industry Skills Councils (ISC) and Industry Training Advisory Boards (ITAB), the areas in Appendix A have been identified as e-learning development priorities for 2009.

**Note:** Please check this information in Appendix A as proposals that do not address the recommended qualifications or units of competency will not be considered.

Tenderers must also consider the following:

#### 2.1.1 Nominal hours of delivery

In general:

- Each Toolbox should support no more than 300 nominal hours of online training.
- Where there is a difference between the nominal hours allocated to a competency unit and the nominal hours intended for development for online delivery, for example, where a substantial practical component makes up part of the nominal hours, Tenderers should indicate this difference. The pro forma for the Summary Sheet which is to appear at the front of the submission has been designed to provide information (see 'Attachment A: Tenderer's Response Template').
- Where the proponent is expecting to use any pre-existing materials, Tenderers should indicate this in the Summary Sheet (see 'Attachment A: Tenderer's Response Template'). Tenderers should indicate the amount of nominal hours taken up by pre-existing materials and are required to adjust the budget breakdown accordingly to account for any savings in development time and effort.

#### 2.1.2 Use of pre-existing materials

Proponents may use and adapt pre-existing materials as long as these materials are *relevant* and form a coherent resource. Proponents must ensure that any pre-existing materials are provided copyright free and abide by the intellectual property conditions as set out in 'Section 5 Contractual Requirements' of this document. All pre-existing materials must also conform to the technical requirements as set out in this document.

## 2.2 About the Flexible Learning Toolboxes and Learning Objects

### 2.2.1 Product deliverables

Each product will support the online delivery of nationally recognised training in **one** of the priority areas listed in 'Appendix A: Priority areas for development'.

### 2.2.2 Definition of learning objects used

**Learning object** - For the purposes of this round of development a 'learning object' is defined as:

*A digital entity designed to support a particular learning experience, that can be repurposed for use in another setting, and which forms or is part of an IMS content package.*

*Essential characteristics of learning objects are that they incorporate a self-contained sequence of learning and be discoverable, interoperable, editable and reusable.*

**Flexible Learning Toolboxes** – ‘Toolboxes’ are defined as:

*A collection of learning objects, resources **and** other materials (including teaching guides and technical guides) developed to support the need for online training in an Industry area.*

*The main component of a Toolbox is a collection of learning activities and resources designed for web-based delivery and providing a flexible set of materials for use in online learning programs supporting the delivery of qualifications from endorsed Training Packages.*

**Note:** Developers will need to take account of the twin imperatives of producing discrete learning objects and producing high quality, integrated learning designs. Further guidance on these issues will be given to successful teams on commencement of the project as required.

## 2.3 About the IMS specifications and SCORM model

The learning objects produced by each development team will be housed, accessed and exchanged across a national network of repositories. To facilitate this, the learning objects will need to be compliant with IMS content packaging guidelines and SCORM 1.2. Further information can be found at <http://e-standards.flexiblelearning.net.au/topics/packaging.htm>.

## 2.4 Conformance to standards

### 2.4.1 IMS Content Packaging and SCORM Run-time

In order to confirm that a learning object constitutes a properly formed IMS Content Package, it is necessary to draw on the test suite developed by ADL for use with the Sharable Content Object Reference Model (SCORM 1.2).

The test suite can be downloaded from <http://www.adlnet.org>

Each learning object should conform to the ADL test suite (ADLCP-PIF1) as a content package.

If the learning object is defined as a Shareable Content Object, it should conform to the basic (SCO-RTE1) ADL conformance level.

Further guidance on content packaging will be provided to successful teams at the workshop.

### 2.4.2 VET Interoperability standards

Series 12 Toolboxes need to conform to the recommended national interoperability standards that are intended to promote economies of scale and interoperability across the VET sector.

The e-Standards website at <http://flexiblelearning.net.au/e-standards> should be used as an ongoing reference by developers.

### 2.4.3 Accessibility compliance

Series 12 Toolboxes must meet all Priority 1 checkpoints of the W3C Web Content Accessibility Guidelines (WCAG). The WCAG are intended to assist developers to create content which is accessible to a diversity of users, particularly people with disabilities.

<http://www.w3c.org/TR/WCAG10>

Conforming to WCAG should not result in any loss of desirable qualities in the intended features of the products (eg graphical and interactive elements).

To support ongoing development in this area, project teams will be expected to freely disseminate information and collaborate with the National Project Managers, mentors and with other Toolbox developers to address issues concerning the development of accessible learning materials.

#### **2.4.4 User-centred design**

Instructional design of Series 12 Toolboxes should encompass a user-centred approach to development to ensure that representatives of the target audience (both learners and teachers) are involved in trialling the product at various stages throughout the project, including prior to the submission of the Proof of Concept. The principles of user-centred design are described in ISO 13407:1999 (E) Human centred design processes for interactive systems.

#### **2.4.5 Quality assurance (NQC)**

All learning materials will be required to comply with the National Quality Council (NQC) principles for Training Package support materials. The learning objects will be independently evaluated against those principles. Details regarding these quality principles are available at [http://www.dest.gov.au/sectors/training\\_skills/policy\\_issues\\_reviews/key\\_issues/nts/tpk/materials.htm](http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/tpk/materials.htm)

### **2.5 Copyright requirements**

Products produced under this initiative are for the use of all registered training organisations (RTOs) and copyright in the materials will reside with DEEWR. If existing material is used from other sources, a contractor must be able to secure from the copyright holder the right of unrestricted use. Licensing arrangements are established to ensure that all materials and intellectual property are freely available to the VET system at reproduction cost only.

### **2.6 Requirement for industry involvement**

Industry Skills Council representatives are expected to have on-going involvement in the development process of selected projects. This includes Reference Group membership and nomination of industry and training personnel to assist with content verification, product review and location of representative users for user-testing and trialling of the product.

### **2.7 Preferred teaching and learning approaches**

#### **2.7.1 Learning design principles used**

While producing learning objects suitable for individual storage and retrieval in digital repositories, it is equally important for developers to provide integrated learning designs and produce effective training materials for each priority area. These designs should encompass:

- an understanding of the intended learner cohort and their specific learning needs
- appropriate language, literacy and numeracy requirements of the target audience in a workplace context;
- an active role for learners in solving problems, playing roles and meeting challenges;
- real world modelling, using authentic tasks and resources in scenarios, simulations and case studies;
- social, or collaborative learning opportunities and activities that involve other learners, teacher(s), and/or workplace colleagues and supervisors; and
- engaging resources, characterised by visual appeal and interactivity.

A learning design that demonstrates an understanding of current online learning practices and a fresh approach to the Toolbox concept would be desirable.

## 2.8 Technical requirements

In addition to meeting the standards outlined in section '2.4 Conformance to standards' further technical requirements have been defined to ensure platform independence and to allow for maximum portability to providers' delivery platforms and learners' computer systems.

- The use of browser plug-ins should be kept to a minimum with the selection based on maximum ease of access, minimum download times for users, and the need for customisation.
- The Toolboxes are to be suitable for installation on a standard web server and should be operable on Mac, Windows and UNIX operating systems.
- Learning objects should be discoverable, interoperable, editable and reusable and capable of being delivered online and accessed using a web browser. The products are to be designed for ease of use and accessibility to the maximum number of users.
- Products that use resources with high bandwidth requirements must also provide a low bandwidth alternative. For example, streaming or downloadable video could have, as an alternative, a series of still images with a transcript.

### 2.8.1 Content formats

Developers should use acceptable industry standard file formats, and use HTML code where customisation can be anticipated, with more sophisticated development software reserved for components that are less likely to be changed.

Recommended Standard(s)	References	Usage notes
<b>File format for web content</b>		
XHTML 1.0 Transitional  UTF-8 character encoding	XHTML 1.0 - <a href="http://www.w3.org/TR/xhtml1/">http://www.w3.org/TR/xhtml1/</a>  UTF-8 - <a href="http://www.ietf.org/rfc/rfc3629.txt">http://www.ietf.org/rfc/rfc3629.txt</a>	All web pages should be scalable. Optimise to 1024x768 pixel resolution for desktop environments.  We strongly recommend that you avoid the use of a byte-order mark character when creating documents in UTF-8. This can be added by some Windows applications, but may be misinterpreted by Unix systems. See <a href="http://en.wikipedia.org/wiki/Utf-8#Byte-order_mark">http://en.wikipedia.org/wiki/Utf-8#Byte-order_mark</a> .
<b>Style and formatting of web content</b>		
CSS 2.1 (preferred) CSS 1.0	CSS 2.1 - <a href="http://www.w3.org/TR/CSS21/">http://www.w3.org/TR/CSS21/</a>  CSS 1.0 - <a href="http://www.w3.org/TR/CSS1/">http://www.w3.org/TR/CSS1/</a>	CSS 2.1 is the preferred standard for content developed for desktop environments.  Content developers are strongly advised to seek information on CSS support and compatibility for IE6 and IE7. Use of a CSS filter is one strategy for compensating for some common issues. See <a href="http://en.wikipedia.org/wiki/Css_2.1#CSS">http://en.wikipedia.org/wiki/Css_2.1#CSS</a> .

		<a href="#">2</a> for further information. Full support for CSS 2.1 is expected for IE8.
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<b>Text documents (Fixed display)</b>		
PDF	PDF - <a href="http://en.wikipedia.org/wiki/Pdf">http://en.wikipedia.org/wiki/Pdf</a>	PDF documents should be readable in Adobe Acrobat 6.0 and above.  PDF Tags: By default, PDF documents are not considered to be accessible. Using PDF tags will provide a structure and textual representation of the PDF to screen reader software. See <a href="http://en.wikipedia.org/wiki/Pdf#Accessibility">http://en.wikipedia.org/wiki/Pdf#Accessibility</a> for further information.
<b>Text documents (Standard)</b>		
RTF DOC TXT		RTF and DOC format compatible with Windows 97-2003 & 6.0/95.  TXT used as plain-text alternate for interactive web content.
<b>Graphics (Non-animated)</b>		
GIF PNG JPEG	GIF - <a href="http://www.w3.org/Graphics/GIF/spec-gif89a.txt">http://www.w3.org/Graphics/GIF/spec-gif89a.txt</a>  PNG - <a href="http://www.w3.org/TR/2003/REC-PNG-20031110/">http://www.w3.org/TR/2003/REC-PNG-20031110/</a>  JPEG - <a href="http://www.w3.org/Graphics/JPEG/">http://www.w3.org/Graphics/JPEG/</a>	GIF preferred for non-photographic images and graphics, such as logos and banners. PNG may be used, however some compatibility issues regarding IE6 and transparencies exist.  JPEG (optimised for the web) should be used for all photographic images, and images with colour gradients. See <a href="http://en.wikipedia.org/wiki/Jpg#Typical_usage">http://en.wikipedia.org/wiki/Jpg#Typical_usage</a> for further information.
<b>Audio formats</b>		
MP3 AU	MP3 - <a href="http://www.chiariglione.org/mpeg/">http://www.chiariglione.org/mpeg/</a>  AU - <a href="http://www.opengroup.org/public/pubs/external/auformat.html">http://www.opengroup.org/public/pubs/external/auformat.html</a>	Content developers should maintain a balance between sound quality, and size of the MP3 file. The purpose of the audio content should be taken into consideration. Minimise the bit rate and sampling frequency where possible to ensure the MP3 file is not unnecessarily large. Refer to <a href="http://en.wikipedia.org/wiki/MP3#Audio_quality">http://en.wikipedia.org/wiki/MP3#Audio_quality</a> for further information.  See <a href="#">recommendations for mobile environments</a> .
<b>Video formats</b>		

MPEG-4 (Part 2) SWF (incorporating FLV) AVI	MPEG - <a href="http://www.chiariglione.org/mpeg/">http://www.chiariglione.org/mpeg/</a> FLV/SWF – <a href="http://www.adobe.com">http://www.adobe.com</a> AVI - <a href="http://msdn.microsoft.com/en-us/library/ms779636(VS.85).aspx">http://msdn.microsoft.com/en-us/library/ms779636(VS.85).aspx</a>	MPEG-4 (Part 2) playable in QuickTime 6 and above. SWF (incorporating FLV) playable in Flash Player 9. Content developers should maintain a balance between video quality, and size of the FLV file. The purpose and intended delivery of the video content should be taken into consideration. Minimise the frame rate and dimensions where possible to ensure the FLV file is not unnecessarily large.
<b>Interactive content</b>		
JavaScript 1.5 (ECMA-262 3 <sup>rd</sup> edition) SWF	ECMA-262 3 <sup>rd</sup> Edition - <a href="http://www.ecma-international.org/publications/files/ECMA-ST/Ecma-262.pdf">http://www.ecma-international.org/publications/files/ECMA-ST/Ecma-262.pdf</a> SWF – <a href="http://www.adobe.com">http://www.adobe.com</a>	The resource must be operable when JavaScript is disabled. To make the content operable, alternate methods to deliver content/functionality must be applied. SWF playable in Flash Player 9. Flash should not be used as a method to call JavaScript functions. This may cause some functionality to be blocked due to security restrictions in some browsers.

### 2.8.2 Client platforms

Developers must ensure that content is tested and operable in the following desktop environments:

Minimum set of desktop plug-ins	Reference
QuickTime 7	<a href="http://www.apple.com/quicktime/">http://www.apple.com/quicktime/</a>
Adobe Flash Player 9	<a href="http://www.adobe.com">http://www.adobe.com</a>
Java Runtime Environment 1.5	<a href="http://www.java.com">http://www.java.com</a>
Adobe Acrobat Reader 6.0	<a href="http://www.adobe.com">http://www.adobe.com</a>
Microsoft Document Viewer	<a href="http://www.microsoft.com">http://www.microsoft.com</a>

<b>Component</b>	<b>Windows®</b>	<b>Macintosh</b>	<b>Linux®</b>
CPU (Processor)	Intel® Pentium® III 1GHz+	PowerPC® G3 500MHz; or Intel Core™ Duo 1.33GHz	Modern processor (800MHz)
RAM (Memory)	256MB	256MB	256MB
Operating System (Platform)	Windows 2000 Windows XP Windows Vista	MAC OSX v10.4 (Tiger)	-
Web browser	Mozilla Firefox 2.0 Internet Explorer 6 & 7 Safari 3.1	Safari 2.0.4 Mozilla Firefox 2.0	-
Video monitor (resolution)	1024x768		
Video adapter	Video card with 64 MB of RAM (video RAM or VRAM)		
Network connection	10/100 Mbit/s; or Wireless IEEE 801.11x adapter		
Optical drive	CD-ROM		
Sound card	16-bit		
Sound output device	Speakers or headphones		

\*Web pages are to be optimised for viewing in 1024x768 screen resolution, but liquid layouts should be used so that designs transform gracefully to different resolutions.

## 3 Project deliverables

### 3.1 Final product version

The final product is to be delivered on CD-ROM with the following features:

#### 3.1.1 Dual purpose of product design

In recognition of the evolving nature of LMS and digital repository technologies and associated standards, it will be necessary for the final product to cater for two forms of usage:

- 1) for users accessing materials via LMS or digital repositories, and
- 2) for users accessing the materials via standalone PC, or other non-LMS delivery method.

To cater for these dual forms of usage, each product should be provided in two forms:

- learning objects with IMS Content Packaging for repository and LMS usage, and
- an integrated program or 'Toolbox' with navigational elements for non-LMS usage.

#### IMS Content Packaging for repository and LMS usage

The complete collection of learning objects should be provided in a form that can be readily uploaded to a repository or imported to a Learning Management System. Additionally, each object in the collection should be designed to be discoverable, interoperable, contextable, editable and reusable. To facilitate this, the objects must:

- include adequate metadata descriptions for discovery within a learning object repository;
- comprise, or be part of, a properly formed IMS content package; and
- include SCORM requirements as specified by the national project managers.

#### Navigational elements for non-LMS usage

To cater for a range of users, it will be necessary to provide an integrated program with navigation for users who are not using an LMS or LMS-viewer eg via standalone PC, network, or web server usage.

A default version of the complete online program should provide navigation through the Toolbox. This version should:

- operate as a stand alone learning program when necessary for learners who cannot access the Internet or other networks;
- allow files to be readily browsed on the CD-ROM to facilitate individual selection and ready transfer to a provider's web or network server; and
- include links to place-holders where the training provider can include their chosen electronic communication tools.

### 3.2 Other deliverables

#### 3.2.1 Metadata

Development teams will be expected to generate and include the metadata elements required for discovery purposes for each learning object. A detailed metadata specification will be provided to successful teams. More information regarding Metadata can be found on the e-Standards website at <http://e-standards.flexiblelearning.net.au/metadata/index.htm> .

### **3.2.2 Teacher guide**

Development teams will produce a teacher guide to assist teachers and trainers wishing to use the Toolbox either in its complete form, or as a source of learning components in the development of their own online teaching programs. This guide is intended to show how the materials can be used to make a coherent program; it will provide suggestions for assessment, communication and collaboration and show potential use of the various activities and content files, etc. It should be written in a non-prescriptive way, assuming that the user will want to select aspects, substitute others and customise for their own audience, including learners with language, literacy and numeracy needs.

### **3.2.3 Technical guide**

Development teams will produce a technical guide which describes the Toolbox product and explains the technical requirements for its implementation, covering both the content-packaged and self-navigated versions (eg minimum hardware/software requirements, directions for installation, etc).

The technical guide should explain the product's structure describing which folders, objects and files are needed to deliver individual units and individual segments/activities, as well as any entire stream or qualification.

The technical guide must also outline how the materials can be customised or repurposed for delivery in other contexts or industry areas.

### **3.2.4 Source code and documentation**

The CD-ROM must also contain the source files (eg .fla files) and source code documentation necessary for customisation. In the event that the source files are unable to be stored on the CD-ROM with the product, they should be delivered on a separate CD-ROM.

### **3.2.5 Promotional graphics and text**

Graphics files and explanatory text will be required for use in the CD packaging and promotional documents. A template will be made available during the project.

### **3.2.6 Presentation script**

A written presentation script should be provided to assist demonstrators of the final product.

## **4 Criteria for selection**

Tender applications will be ranked according to the following criteria:

### **4.1 Project justification**

- Understanding of the industry training area is well demonstrated.
- Suitability of the content for online delivery is well justified.
- Opportunities for repurposing the learning objects for use in other areas of training have been clearly identified.
- Intention to involve the relevant Industry Skills Council in the development process is clearly indicated.

### **4.2 Teaching and learning characteristics**

The integrity of the teaching and learning component of the material is of paramount importance. Applications will need to consider and demonstrate the following:

- The needs and characteristics of the target learners, and how they will influence the development of the product, are clearly described.
- The description of the overall product shows how the learning design will support an educationally effective and motivating experience for the target learners and shows the role of the discrete learning objects within this.
- Where appropriate, the product description includes intended strategies to address identified language, literacy and numeracy needs of representative learners.
- A sample learning sequence is described which demonstrates effective online teaching and learning strategies for the target learners.

### **4.3 Technical characteristics**

- Understanding of the techniques for content packaging and how these may impact the design of the product is demonstrated.
- The product description shows that it will be structured in a way to make it interoperable, customisable and reusable.
- Understanding of the requirements for W3C Web Content Accessibility (Priority 1) and how these apply to the proposed product is demonstrated.

### **4.4 Project management and development processes**

The proponent must demonstrate appropriate project management and product development expertise in describing the proposed:

- project management methodologies
- design and development processes
- approach to user testing and review processes
- application of internal quality assurance processes
- approach to metadata creation and implementation.

#### 4.5 Team composition and capability of personnel/organisations involved

Development team composition and the experience of team members indicates that the project will be undertaken by personnel with a suitable range of expertise. The project manager must have e-learning resource development experience.

The project reference group composition indicates consultation will take place with a suitable range of national stakeholders, and will include a representative of the appropriate Industry Skills Council (ISC).

**Note:** The relevant Industry Skills Council must be approached for advice regarding the development proposal prior to submission with an attached letter of support from the ISC.

Organisational capability provides evidence of managing e-learning resource projects of this nature.

#### 4.6 Value for money requirement

Tender costing will be expected to show value for money. Where the Flexible Learning Toolbox Reference Group has reservations about the value for money in a short listed proposal the proponent may be asked to justify or modify the proposed budget.

#### 4.7 Preparation of proposals

Tenders must be electronically submitted in the format provided in 'Attachment A: Tenderer's Response Template'. They should be a **maximum** of 20 A4 pages in length (with a minimum font size of 10 points) plus the prescribed summary sheet described below. Tenders longer than this will **not** be considered.

To ensure consideration of your Tender by the selection panel it must be submitted according to the template provided in 'Attachment A: Tenderer's Response Template' at the end of this document.

A 'Summary Sheet' provided in 'Attachment A: Tenderer's Response Template' is to be placed at the front of the submission. Please note the following information to assist you in completing it.

This summary will consist of:

- a) project title – please provide a succinct title reflecting the project.
- b) the name of the organisation(s) submitting the proposal, identifying the Lead Agent and any consortium partners (including RTO and Scope of Registration status).
- c) the Statement of Legal Establishment of the Lead Agent – this is required for contractual purposes, indicates the Act under which the organisation was established (Institutes) or registration details (companies), and includes the registered office of the organisation.
- d) contact person and contact details: telephone, fax, postal address and email
- e) industry area and related competency units (if applicable).

Please indicate in the columns provided:

- a) the nominal hours of training allocated to the units
- b) the nominal hours to be developed for online delivery
- c) whether the proposed units are redevelopments of units included in previous products (either from Toolboxes or other sources)
- d) total funds requested and average dollars per nominal hour of online training material to be developed.

## 5 Contractual requirements

The Agreement signed between successful Tenderers and **e-Works** (ABN: 44 434 746 781) will include the following provisions:

### 5.1 Intellectual property

Copyright in all intellectual property developed under the contract will vest with DEEWR. Licensing arrangements will be established to ensure that all materials and intellectual property are freely available to the VET system at reproduction cost only. Developers will be required to ensure that there are no license costs to third parties when the materials are used by other RTOs. Any pre-existing material may only be used if unrestricted copyright release can be obtained.

### 5.2 Proof of concept stage

A sample of the product being developed will need to be submitted as a 'proof of concept'. The Proof of Concept (POC) phase of the project involves the development of a representative sample of the quality assured product in accordance with project guidelines. Teams must deliver this to the allocated National Project Manager (at e-Works) in accordance with the project timelines and deliverables instructions. It will then be reviewed by the Flexible Learning Toolbox Reference Group, the National Project Managers and by the mentoring team before approval is provided for the development to progress. The approval of the POC is an important review stage on which the continuation of the project depends.

**Note:** Continuation of the contract will be dependent on the demonstration of an effective educational and technical approach for the full Flexible Learning Toolbox and associated learning objects at that time.

### 5.3 Participation in project evaluation

Successful Tenderers may be required to contribute to an overall evaluation of the project, in the context of the Australian Flexible Learning Framework.

### 5.4 Dissemination of information

Teams will be required to assist with dissemination of information about the products by making a sample available for public access via the Internet during the development period, and by providing demonstrations of the completed product at VET forums.

To support ongoing development in the areas of accessibility, learning object development and content packaging, project teams will be expected to freely disseminate information and collaborate with other project teams to address issues that arise.

### 5.5 Warranty

The Lead Agent will be required to provide a warranty that all project deliverables are complete and meet the contract requirements for a period of 12 months from the release of the product. If serious errors are encountered during the warranty period, a new version of the product will be required to be produced.

## 6 Conditions of Tendering

### 6.1 RFT

**Note:** The Agency referred to below is e-Works, the managing agency for the Toolbox development initiative, on behalf of the Flexible Learning Advisory Group (FLAG).

#### 6.1.1 *Status of RFT*

The RFT is not an offer. The RFT is an invitation for Persons to submit a proposal for the provision of the services, goods or other requirements set out in this document.

#### 6.1.2 *Accuracy of RFT*

The Agency does not warrant the accuracy of the content of the RFT and the Agency shall not be liable for any omission from the RFT.

#### 6.1.3 *Additions and amendments to RFT*

The Agency reserves the right to change any information in the RFT.

#### 6.1.4 *Representations*

No representation made by or on behalf of the Agency in relation to the RFT (or its subject matter) will be binding on the Agency unless that representation is expressly incorporated into the contracts ultimately entered into between the Agency and the members of the Panels.

#### 6.1.5 *Confidentiality*

All persons (including Tenderers) obtaining or receiving the RFT and any other information in connection with the RFT or the Tendering Process, must keep the contents of the RFT and such other information confidential.

#### 6.1.6 *Licence to use and intellectual property*

Persons obtaining or receiving the RFT and any other documents issued in relation to the Tendering Process may use the RFT and such documents only for the purpose of preparing a Tender.

Intellectual Property Rights in the RFT and any other documents provided in connection with the Tendering Process are owned by the Agency except as indicated otherwise.

#### 6.1.7 *Communications during the Tendering process*

All communications relating to the RFT and otherwise to the Tendering Process must be directed to the Project Manager or delegates, preferably in writing via email.

#### 6.1.8 *Requests for clarification or further information*

Any questions or requests for further information or for clarification of the RFT (or any other document issued in connection with the Tendering Process) must be submitted to the Project Manager or delegates. Questions and requests can be submitted to the Project Manager or delegates by email.

The Agency may restrict the period during which it will accept questions or requests for further information or for clarification.

Except where the Agency is of the opinion that issues raised apply only to an individual person or organisation, questions submitted and answers provided will be made available on the

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Tender website to all persons without identifying the person or organisation having submitted the question. The Tender website is at <http://www.flexiblelearning.net.au/toolbox/tenders/>.

### **6.1.9 *Unauthorised communications***

Communications (including promotional or advertising activities) with staff of the Agency or consultants assisting the Agency with the Tendering Process are not permitted except with the prior consent of the Project Manager and delegates.

Tenderers must not otherwise engage in any activities that may be perceived as, or that may have the effect of, influencing the outcomes of the Tendering Process in any way.

Unauthorised communications with such persons may, in the absolute discretion of the Agency, lead to disqualification of a Tenderer.

## **6.2 Tender documents**

### **6.2.1 *Preparation of Tenders***

The Agency will not be responsible for, nor pay for, any expense or loss that may be incurred by Tenderers in the preparation of their Tenders.

### **6.2.2 *Disclosure of Tender contents and Tenderer information***

Subject to disclosure:

- a) required by law;
- b) for the purpose of investigations by the Australian Competition and Consumer Commission or similar government authorities;
- c) to external consultants and advisers of the Agency engaged to assist with the Tendering Process; or
- d) of general information from Tenders required by government policy – Tenders will be treated as confidential.

### **6.2.3 *Disclosure of Tender information***

Notwithstanding any copyright or other intellectual property right that may subsist in the Tender, the Tenderer, by submitting the Tender licenses the Agency to reproduce the whole or any portion of the Tender for the purposes of the Tendering Process.

In submitting a Tender, the Tenderer accepts that the Agent may publish (on the Internet or otherwise):

- the name of the successful or recommended Tenderer(s)
- the Contractor's name together with the provisions of the Contract generally

The Tenderer also accepts that contact details such as Contractor's name, contract price and details of the goods and services contracted to be supplied may be disclosed to other government departments or agencies (state or federal) for comparative or benchmarking purposes.

### **6.2.4 *Use of Tenders***

All Tenders become the property of the Agency.

Tenderers license the Agency to reproduce the whole, or any portion, of their Tenders for the purposes of evaluation.

### **6.2.5 Period of validity**

All Tenders must remain valid for a minimum of 90 days from the Closing Time. The period of validity of a Tender may be extended by mutual agreement between the Agency and the Tenderer.

### **6.2.6 Status of Tender**

Each Tender constitutes an offer by the Tenderer to the Agency to provide the services required, and otherwise to satisfy the requirements of the terms and conditions of the Proposed Contract.

The Agency reserves the right to accept a Tender in part or in whole.

Incomplete submissions may be disqualified or assessed solely on the data received with the Tender.

### **6.2.7 Best and final offers**

Tenderers or, where the Tendering Process involves a shortlisting process, shortlisted Tenderers may be invited as part of the Tendering Process to submit a best and final offer in relation to all or certain aspects of their respective Tenders.

If the Agency chooses to give Tenderers the opportunity to submit a best and final offer, it is under no obligation to give notification before the Closing Time that such opportunity will be given.

## **6.3 Successful Tenders**

### **6.3.1 Negation of contract**

Selection as a successful Tenderer does not give rise to a contract between the successful Tenderer and the Agency. No legal relationship will exist between the parties until a contract is executed.

Successful Tenderers will be required to enter into a contract with **e-Works** (ABN: 44 434 746 781). 'Section 5 Contractual Requirements' of this RFT outlines some aspects of this contract. Successful Tenderers will receive the full contract subsequent to selection.

### **6.3.2 Pre-contractual negotiations**

The Agency may, in its absolute discretion, decide not to enter into pre-contractual negotiations with a successful Tenderer.

A Tenderer is bound by its Tender (including, if applicable, the Statement of Compliance to the Proposed Contract) and, if selected as a successful Tenderer, must be prepared to enter into a contract on the basis of the Tender without negotiation.

### **6.3.3 Negation of obligation to enter into contract**

The Agency is under no obligation to enter into a contract with a successful Tenderer or any other person. The Agency is under no obligation to appoint a successful Tenderer or Tenderers.

**6.3.4 Discussions with Tenderers and other persons outside the Tendering process**

After the Tendering Process has concluded, the Agency may seek from any Tenderer variations to the offer contained in its Tender or may seek supplementary offers in respect of any changes the Agency may make to the originally stated requirements contained in this document.

The Agency reserves the right to enter into any such discussions and negotiations at its absolute discretion (which includes dealing with any Tenderer as it deems fit) without the need to correspond with other Tenderers during this post Tendering Process period.

The Agency may at any time negotiate with any person who is not a Tenderer and enter into a Contract in relation to the services that are the subject of this RFT with that person on such terms as the Agency in its absolute discretion considers appropriate.

**6.3.5 Tenderer acknowledgement**

By submitting a Tender, a Tenderer acknowledges that:

- a) in lodging its Tender it did not rely on any express or implied statement, warranty or representation, whether oral, written, or otherwise made by or on behalf of the Agency, its officers, employees, agents or advisers other than any statement, warranty or representation expressly contained in the RFT documents;
- b) it did not use the improper assistance of Agency employees or ex-employees, or information unlawfully obtained from the Agency in compiling its Tender;
- c) it satisfied itself as to the correctness and sufficiency of its Tender;
- d) it has examined this RFT, and any other documents referenced or referred to herein, and any other information made available in writing by the Agency to Tenderers for the purposes of submitting a Tender;
- e) it has sought and examined all necessary information which is obtainable by making reasonable enquiries relevant to the risks and other circumstances affecting its Tender;
- f) it has otherwise obtained all information necessary for the preparation of its Tender;
- g) it is responsible for all costs and expenses related to the preparation and lodgement of its Tender; any subsequent negotiation; any other action or Tender in relation to this RFT or of the evaluation process; and any future process connected with or relating to the Tendering Process; and
- h) it otherwise accepts and will comply with the rules set out in this RFT.

## Appendix A: Development priorities

All applicants must:

- discuss selections with the relevant Industry Skills Council (ISC) prior to finalising selection
- obtain a letter of support from the relevant ISC, and
- include an ISC representative on the project reference group.

Training package	Qualification title and code	Units of competency and codes
<b>Automotive</b>		<a href="http://www.automotivetraining.org.au">www.automotivetraining.org.au</a>
<b>AUR05</b> Automotive Retail, Service & Repair	<b>AUR40205</b> Certificate IV in Automotive Technology	<p><b>AURT466208A</b> Carry out diagnosis of complex system faults</p> <p><b>AURE321771A</b> Service and repair electronic compression ignition engine management systems</p> <p><b>AURT303666A</b> Repair diesel fuel systems</p> <p><b>AURT403645A</b> Overhaul diesel fuel injection systems</p> <p><b>AURT305671A</b> Inspect &amp; repair forced induction systems</p>
<b>Community Services and Health</b>		<a href="http://www.cshisc.com.au">www.cshisc.com.au</a>
Aboriginal and Torres Strait Islander Workers in Mental Ill Health and AOD-Related Issues	Background information available at: <a href="https://www.cshisc.com.au/index.php?option=com_content&amp;task=view&amp;id=42&amp;Itemid=162">https://www.cshisc.com.au/index.php?option=com_content&amp;task=view&amp;id=42&amp;Itemid=162</a>	More information available from ISC. This will be developed using content already created for print-based resources, but requiring a multimedia format.
<b>Construction and Property Services</b>		<a href="http://www.cpsisc.com.au">www.cpsisc.com.au</a>
<b>CPP07</b> Property Services	<b>CPP40307</b> Certificate IV in Property Services (Real Estate)	<p><b>CPPDSM4007A</b> Identify legal and ethical requirements of property management to complete agency work</p> <p><b>CPPDSM4008A</b> Identify legal and ethical requirements of property sales to complete agency work</p> <p><b>CPPDSM4009A</b> Interpret legislation to complete agency work</p> <p><b>CPPDSM4015A</b> Minimise agency and consumer risk</p> <p><b>CPPDSM4080A</b> Work in the real estate industry</p>
	<b>CPP40207</b> Certificate IV in Spatial Information Services	<b>CPPSIS4002</b> Store and retrieve spatial data
	<b>CPP40107</b> Certificate IV in Surveying	<b>CPPSIS4005A</b> Collect basic GPS data
		<b>CPPSIS4006A</b> Read and interpret basic image data
<b>CPC08</b> Construction,		<b>CPCCOHS1001A</b> Work safely in the

Plumbing and Services Integrated Framework		construction industry
	<i>Skill Set</i> - Undertake trade contracting	<p><b>CPCBC4004A</b> Identify and produce estimated costs for building and construction projects</p> <p><b>CPCBC4024A</b> Resolve business disputes</p> <p><b>CPCBC4034A</b> Apply codes and standards to building trade and services contracting</p> <p><b>BSBUS301A</b> Deliver and monitor a service to customers</p> <p><b>BSOHS403B</b> Identify hazards and assess OHS risks</p> <p><b>BSBSMB401A</b> Establish legal and risk management requirements of small business</p> <p><b>BSBSMB406A</b> Manage small business finances</p> <p><b>BSBWR401A</b> Write complex documents</p> <p><b>CPCBC4025A</b> Manage personal work priorities and professional development</p> <p><b>CPCBC4031A</b> Process client requirements</p>
	<b>CPC32108</b> Certificate III in Signage	A selection of any units from this qualification
	<b>CPC40108</b> Certificate IV in Building and Construction (Building)	A selection of any units from this qualification
	<b>CPC40208</b> Certificate IV in Building and Construction (Contract Administration)	A selection of any units from this qualification
	<b>CPC40308</b> Certificate IV in Building and Construction (Estimating)	A selection of any units from this qualification
	<b>CPC40408</b> Certificate IV in Building and Construction (Sales)	A selection of any units from this qualification
	<b>CPC40508</b> Certificate IV in Building and Construction (Site Management)	A selection of any units from this qualification
	<b>CPC40608</b> Certificate IV in Building and Construction (Specialist Trades)	A selection of any units from this qualification
	<b>CPC40708</b> Certificate IV in Building and Construction (Trade Contracting)	A selection of any units from this qualification
	<b>CPC40808</b> Certificate IV in Swimming Pool and Spa Building	A selection of any units from this qualification
	<b>CPC40908</b> Certificate IV in Plumbing and Services	A selection of any units from this qualification
	<b>CPC50108</b> Diploma of Building Surveying	A selection of any units from this qualification
	<b>CPC50208</b> Diploma of Building and Construction (Building)	A selection of any units from this qualification

	<b>CPC50308</b> Diploma of Building and Construction (Management)	A selection of any units from this qualification
	<b>CPC32408</b> Certificate III in Plumbing (Sanitary & Drainage Streams)	<p><i>Compulsory Units</i></p> <p><b>CPCPSN3001A</b> Plan layout of a residential sanitary plumbing system</p> <p><b>CPCPSN3002A</b> Install discharge pipes</p> <p><b>CPCPSN3003A</b> Fabricate and install sanitary stacks</p> <p><b>CPCPSN3004A</b> Install and fit off sanitary fixtures</p> <p><b>CPCPDR3001A</b> Plan layout of a residential external sanitary drainage system</p> <p><b>CPCPDR3002A</b> Install below ground sanitary drainage systems</p> <p><b>CPCPDR3003A</b> Install on-site disposal systems</p>
<b>EE-Oz</b> <a href="http://www.ee-oz.com.au">www.ee-oz.com.au</a>		
<b>EE07</b> Electrotechnology	<p><b>UEE30807</b> Certificate III in Electrotechnology (Electrician)</p> <p><b>UEE31307</b> Certificate III in Refrigeration and Air-conditioning</p> <p><b>UEE30407</b> Certificate III in Data and Voice Communications</p> <p><b>UEE41907</b> Certificate IV in Electrical – Renewable Energy</p>	A selection of any units from this qualification
<b>UET06</b> Electricity Supply Industry – Transmission, Distribution & Rail Sector	<p><b>Transmission &amp; Distribution*</b></p> <p><b>UET30206</b> Certificate III in ESI – Distribution</p> <p><b>UET30106</b> Certificate III in ESI – Transmission</p> <p><b>UET30406</b> Certificate III in ESI – Cable Jointing</p> <p><b>UET50108*</b> Diploma of ESI - Power Systems</p> <p><b>UET60108*</b> Advanced Diploma of ESI - Power Systems</p> <p><b>Rail</b></p> <p><b>UET30306</b> Certificate III in ESI – Rail Traction</p> <p><b>UEE31507</b> Certificate III in Rail – Communications and Networks</p> <p><b>UET40106</b> Certificate IV in ESI – Power Systems</p>	<p>A selection of any units from this qualification</p> <p><i>*Note: These qualifications are before the NQC for endorsement. Due February 2009.</i></p>

<b>UEG06</b> Gas	<b>UEG10106</b> Certificate III in Gas Industry Operations <b>UEG40308*</b> Certificate IV in Gas Industry Transmission Pipeline Construction Operations <b>UEG50106</b> Diploma of Gas Industry Operations <b>UEG60106</b> Advanced Diploma of Gas Industry Operations	A selection of any units from this qualification  <i>*Note: These qualifications are before the NQC for endorsement. Due February 2009.</i>
<b>UEP06</b> Electricity Supply Industry – Generation Sector	<b>UEP40206</b> Certificate IV in ESI Generation (Operations) <b>UEP40506</b> Certificate IV in ESI Generation (Electrical/Electronic) <b>UEP50106</b> Diploma of ESI Generation	A selection of any units from this qualification
<b>Forestry</b> <a href="http://www.forestworks.com.au">www.forestworks.com.au</a>		
<b>FPI05</b> Forest and Forest Products	<b>FPI20505</b> Certificate II in Timber Manufactured Products	<b>FPICOR2201A</b> Work effectively in the forest and forest products industry <b>FPICOR2205A</b> Follow OHS policies and procedures
	<b>FPI30505</b> Certificate III in Timber Manufactured Products	<b>FPICOR3201A</b> Implement SHE policies and procedures <b>FPICOR3202A</b> Conduct quality and product care procedures <b>FPICOR3204A</b> Visually assess materials
	<b>FPI20605</b> Certificate II in Timber Merchandising	<b>FPICOT2212A</b> Grade hardwood sawn and milled products <b>FPICOT2216A</b> Visually stress grade softwood <b>PITMM2201A</b> Cut material to length and angles
	<b>FPI30605</b> Certificate III in Timber Merchandising	<b>FPICOT3247A</b> Select timber for forestry operations <b>FPICOT3236A</b> Coordinate stock control procedures <b>FPICOT3204A</b> Prepare and interpret sketches and drawings <b>FPITMM3203A</b> Estimate and cost job
	<b>FPI30705</b> Certificate III in Sawdoctoring <b>FPI30805</b> Certificate III in Woodmachining	<b>FPICOT3247A</b> Select timber for forestry operations
<b>Government Skills</b> <a href="http://www.governmentskills.com.au">www.governmentskills.com.au</a>		
<b>PUA00</b> Public Safety Training Package		<b>SES Induction Skill Set consisting of:</b> <b>PUACOM001C</b> Communicate in the workplace <b>PUACOM002B</b> Provide services to clients <b>PUAOHS001C</b> Follow defined

		<p>occupational health and safety policies and procedures</p> <p><b>PUATEA001B</b> Work in a team</p> <p><b>PUATEA004C</b> Work effectively in a public safety organisation</p>
		<p><b>21588VIC</b> Course in Australasian Inter-service Incident Management System (AIIMS)</p>
<b>LGA04</b> Local Government	<b>LGA30204</b> Certificate III in Local Government (Health and Environment)	<p><b>LGACORE102B</b> Follow defined OHS policies and procedures</p> <p><b>LGACORE103B</b> Provide service to local government customers</p> <p><b>LGACORE104B</b> Work effectively in local government</p> <p><b>LGACORE105B</b> Work with others in local government</p> <p><b>LGAEHRH302B</b> Undertake water sampling and routine reporting</p> <p><b>LGAEHRH303A</b> Undertake vector control duties</p> <p><b>LGAEHRH304A</b> Perform weed control duties</p> <p><b>LGAEHRH305A</b> Present environmental health education information</p> <p><b>LGAEHRR303B</b> Monitor areas under council jurisdiction</p> <p><b>LGAEHRW201A</b> Collect waste refuse or recyclables</p>
	<b>LGA40708</b> Certificate IV in Local Government (Planning)	<p><b>LGAPLEM404A</b> Prepare and present geographic information systems data</p> <p><b>LGAPLEM405C</b> Provide assistance in carrying out building inspections</p> <p><b>LGAPLEM406B</b> Analyse the natural and built environment</p> <p><b>LGAPLEM407A</b> Read and interpret titles, covenants and the local planning scheme</p> <p><b>LGAPLEM408A</b> Process building permits</p> <p><b>LGAPLEM409A</b> Draft planning permits and conditions</p> <p><b>LGAPLEM410A</b> Provide service and information in preparing a development application</p> <p><b>LGAPLEM411A</b> Conduct initial assessments of minor planning applications</p> <p><b>LGAPLEM412A</b> Support the planning application, notification and appeals process</p>

		<p><b>LGAPLEM413A</b> Conduct site inspections to check accuracy of plan and application documentation</p> <p><b>LGAREGS303B</b> Enforce legislation to achieve compliance</p> <p><b>LGAREGS402B</b> Provide evidence in court</p>
<b>Manufacturing</b> <a href="http://www.mskills.com.au">www.mskills.com.au</a>		
<p><b>MSA07</b> Manufacturing</p>	<p><b>MSA21108</b> Certificate II in Competitive Manufacturing</p> <p><b>MSA31108</b> Certificate III in Competitive Manufacturing</p> <p><b>MSA41108</b> Certificate IV in Competitive Manufacturing</p> <p><b>MSA51108</b> Diploma of Competitive Manufacturing</p> <p><b>MSA61108</b> Advanced Diploma of Competitive Manufacturing</p>	<p><b>MCMT272A</b> Participate in environmentally sustainable work practices</p> <p><b>MCMT472A</b> implement and monitor environmentally sustainable work practices</p> <p><b>MCMT672A</b> Develop workplace policy and procedures for sustainability</p>
<p><b>MEM05</b> Metal and Engineering</p>	<p><b>MEM20105</b> Certificate II in Engineering</p> <p><b>MEM20205</b> Certificate II in Engineering – Production Technology</p> <p><b>MEM30105</b> Certificate III in Engineering – Production Systems</p> <p><b>MEM30205</b> Certificate III in Engineering – Mechanical Trade</p> <p><b>MEM30305</b> Certificate III in Engineering – Fabrication Trade</p> <p><b>MEM30405</b> Certificate III in Engineering – Electrical/Electronic Trade</p> <p><b>MEM30605</b> Certificate III in Jewellery Manufacture</p> <p><b>MEM30705</b> Certificate III in Marine Craft Construction</p> <p><b>MEM30805</b> Certificate III in Locksmithing</p> <p><b>MEM40105</b> Certificate IV in Engineering</p> <p><b>MEM50105</b> Diploma of Engineering – Advanced Trade</p>	<p><b>MEM10013A</b> Install split air conditioning systems and associated pipework</p> <p><b>MEM18086B</b> Test, recover, evacuate and charge refrigeration systems</p>
<p><b>LMF02</b> Furnishing</p>	<p><b>LMF31908</b> Certificate III in Interior Decoration (Retail Services)</p>	<p><b>LMFGN3002B</b> Estimate and cost job</p>
<b>Service Skills</b> <a href="http://www.serviceskills.com.au">www.serviceskills.com.au</a>		
<p><b>SIT07</b> Tourism, Hospitality and Events</p> <p>(Also relevant to Retail, Community Services and Health,</p>	<p><b>SIT07 Tourism, Hospitality and Events qualifications:</b></p> <p><b>SIT20307</b> Certificate II in Hospitality (Kitchen Operations) - SITXFSA001A elective</p> <p><b>SIT20407</b> Certificate II in Hospitality (Asian Cookery) - SITXFSA001A</p>	<p><b>SIT07</b> Tourism, Hospitality and Events units:</p> <p><b>SITXFSA001A</b> Implement food safety procedures</p> <p><b>SITXOHS002A</b> Follow workplace hygiene procedures</p>

and Food processing)	<p>elective</p> <p><b>SIT30707</b> Certificate III in Hospitality - SITXFSA001A elective</p> <p><b>SIT30807</b> Certificate III in Hospitality (Commercial Cookery)</p> <p><b>SIT30907</b> Certificate III in Hospitality (Asian Cookery)</p> <p><b>SIT31007</b> Certificate III in Hospitality (Catering Operations)</p> <p><b>SIT31107</b> Certificate III in Hospitality (Patisserie)</p> <p>SIT40307 Certificate IV in Hospitality - SITXFSA001A elective</p> <p><b>SIT40407</b> Certificate IV in Hospitality (Commercial Cookery)</p> <p><b>SIT40507</b> Certificate IV in Hospitality (Asian Cookery)</p> <p><b>SIT40607</b> Certificate IV in Hospitality (Catering Operations)</p> <p><b>SIT40707</b> Certificate IV in Hospitality (Patisserie)</p> <p><b>SIT50307</b> Diploma of Hospitality - SITXFSA001A elective</p> <p><b>SIT60307</b> Advanced Diploma of Hospitality - SITXFSA001A elective</p> <p><b>SIR07 Retail Services qualifications:</b></p> <p><b>SIR20207</b> Certificate II in Retail - SIRRFSA001A elective</p>	<p><b>SIR07</b> Retail Services units:</p> <p><b>SIRRFSA001A</b> Apply retail food safety practices</p> <p><b>Note:</b> A resource is required that covers these units to meet regulatory requirements for Food Safety Supervisors in relation to the Retail and Hospitality sectors.</p>
<b>SIR07</b> Retail Services	<p><b>SIR20207</b> Certificate II in Retail</p> <p><b>SIR30207</b> Certificate III in Retail</p> <p><b>SIR40207</b> Certificate IV in Retail Management</p>	Update units of competency from the <b>WRR02</b> and <b>WRR97</b> Toolboxes (212, 313 and 314)
<b>Transport</b> <a href="http://www.tlisc.com.au">www.tlisc.com.au</a>		
<b>TLI07</b> Transport and Logistics Industry		<b>TLIF1207C</b> Manage disruptive and/or unlawful behaviour
		<p><b>TLIF1007C</b> Apply fatigue management strategies</p> <p><b>TLIF6307A</b> Administer the implementation of fatigue management strategies.</p>
		<b>TLIF607C</b> Apply accident-emergency procedures
		<b>TLIF1207C</b> Apply safe procedures when handling/transporting dangerous goods or explosives

## Appendix B: Glossary of terms

<b>ADL</b>	The Advanced Distributed Learning initiative formulated the SCORM set of specifications. Further information is available at: <a href="http://www.adlnet.org">http://www.adlnet.org</a>
<b>Content Packaging</b>	The structured packaging of raw content and resources in a standard manner to facilitate discovery and interoperability within a digital environment. Information about the IMS content packaging specification is available at: <a href="http://www.imsproject.org/">http://www.imsproject.org/</a>
<b>DEEWR (formerly DEST)</b>	Department of Education, Employment and Workplace Relations. The DEEWR website is at: <a href="http://www.dest.gov.au/">http://www.dest.gov.au/</a>
<b>E-standards for Training Project</b>	The E-standards for Training project is the driver for interoperability and standards within the national VET infrastructure. Further information is available at: <a href="http://flexiblelearning.net.au/e-standards">http://flexiblelearning.net.au/e-standards</a> .  An outline of the project is available from: <a href="http://flexiblelearning.net.au/projects">http://flexiblelearning.net.au/projects</a>
<b>e-Works</b>	e-Works is the managing agency for the Toolbox development initiative on behalf of the Flexible Learning Advisory Group (FLAG).
<b>Flexible Learning Advisory Group (FLAG)</b>	The Flexible Learning Advisory Group (FLAG) provides strategic direction and support to the Australian Flexible Learning Framework. It is made up of a strategically-focused group of senior vocational education and training (VET) personnel advising: <ul style="list-style-type: none"> <li>• the Department of Education, Employment and Workplace Relations (DEEWR)</li> <li>• the Australian Information and Communications Technology in Education Committee (AICTEC)</li> <li>• on national issues related to the directions and priorities for flexible learning in VET, with particular reference to e-learning.</li> </ul> See <a href="http://www.flexiblelearning.net.au/aboutus">http://www.flexiblelearning.net.au/aboutus</a>
<b>Flexible Learning Toolbox</b>	A Flexible Learning Toolbox is a collection of online training material comprising learning activities, resources and user guides to support the delivery of qualifications from endorsed Training Packages. The main component of a Toolbox is a collection of learning activities and resources designed for web-based delivery and providing a flexible set of materials for use in online learning programs.
<b>Flexible Learning Toolbox Reference Group</b>	A group appointed to oversee the selection and management of national online product Projects including Toolboxes. Members are representatives of online learning managers from states and territories, DEEWR and Industry Skills Councils.
<b>IMS</b>	The IMS is an industry-sponsored organisation that develops specifications for the learning industry. Information about IMS specifications is available at: <a href="http://www.imsproject.org/">http://www.imsproject.org/</a>
<b>ISC</b>	Industry Skills Councils. Ten new industry skills councils have been established, progressively replacing the existing industry advisory bodies (ITABS).

<b>Language, Literacy and Numeracy (LLN)</b>	<p>Each vocational area will have reading, writing, speaking, listening and numeracy requirements that are part of everyday vocational tasks. They are integrated into the Training Package competency standards.</p> <p>For a more detailed description of language, literacy and numeracy refer to the resource “Frequently Asked Questions about language, literacy and numeracy issues in the Australian Quality Training Framework” on the publications page at:  <a href="http://antapubs.dest.gov.au/publications/publication.asp?qsID=435">http://antapubs.dest.gov.au/publications/publication.asp?qsID=435</a>.</p>
<b>Lead Agent</b>	The VET organisation that has prime carriage for the development of the Toolbox and will be contractually bound to project manage and deliver the project deliverables.
<b>Learning object</b>	A digital entity designed to support a particular learning experience, that can be repurposed for use in another setting, and which forms, or is part of an IMS content package.
<b>Learning Object Repository Project</b>	The Learning Object Repository project (2003) investigated the learning object requirements of the Australian VET sector. The recommendations and reports of the project are available from: <a href="http://flexiblelearning.net.au/projects">http://flexiblelearning.net.au/projects</a>
<b>Learning Object Repository Network (LORN)</b>	The Learning Object Repository Network (LORN) is a network of organisations that contribute via agreed standards to enable the discovery and use of learning objects. LORN was established in 2004 through Australian Flexible Learning Framework funding.
<b>Metadata</b>	Metadata is data that describes data. It is provided to enable discovery of resources and may also assist with resource management. The Metadata profile has been developed for the VET sector.
<b>National Project Managers</b>	The National Project Management team based at e-Works support the work of the Flexible Learning Toolbox Reference Group. They are also responsible for contracting and advising Toolbox development teams.
<b>NQC</b>	<p>As a Committee of the Ministerial Council for Vocational and Technical Education, the National Quality Council (NQC) oversees quality assurance and ensures national consistency in the application of the Australian Quality Training Framework standards for the audit and registration of training providers. It has specific decision-making powers in relation to the endorsement of Training Packages and other aspects of quality assurance under the National Skills Framework.</p> <p>The NQC has a set of Quality Principles to guide the development of Training Package Support Materials. Any organisation or person who has developed Training Package Support Materials and owns copyright may have the products evaluated, by an approved Quality Assurance Consultant, against the NQC Quality Principles. Products that meet the NQC Quality Principles are noted by the NQC. These noted Training Package Support Materials carry the ‘noted tick’ logo.</p> <p>Information on Training Package Support materials and the Noting Process is available from the DEEWR website at:  <a href="http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/tpk/materials.htm">http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/tpk/materials.htm</a>.</p>
<b>Online</b>	For the purposes of this project the term online means any electronic delivery technology that can be accessed via a standard Web browser.
<b>Other RTOs</b>	RTOs that have not shared in the development process but will become users of the Toolbox. These RTOs may use the developed Toolbox materials in a variety of ways.

<b>Registered Training Organisation (RTO)</b>	<p>A training organisation registered by State/Territory Training Authorities as nationally recognised for the provision of training products and services. Through the registration process, training organisations are registered to deliver a range of training products and services.</p> <p>Toolbox proposals must include strong involvement from an RTO with Scope of Registration in the relevant area.</p>
<b>Scope of Registration</b>	<p>Defines the parameters of recognition as an RTO in respect of the products and services offered and the range of areas in which the RTO operates. Scope establishes whether the organisation is registered for training delivery and/or skill recognition services and the qualifications/Statements of Attainment it has been granted authority to issue, identified by training package(s) and/or accredited course(s).</p>
<b>SCORM</b>	<p>The Sharable Content Object Reference Model (SCORM) brings together a collection of specifications and standards to enable the re-use of learning material across a range of products and platforms.</p> <p>Documentation can be found at: <a href="http://www.adlnet.org">http://www.adlnet.org</a></p>
<b>Third Party</b>	<p>Any organisation that is not the Lead Agent involved in the delivery of Contract Material or Contract Services.</p>
<b>Toolbox Project website</b>	<p>This website includes a listing of projects funded in the previous series of Toolbox projects and the Training Package areas they cover.</p> <p>Visit the Toolbox website at: <a href="http://www.flexiblelearning.net.au/toolbox/">http://www.flexiblelearning.net.au/toolbox/</a></p>
<b>Training Package</b>	<p>A set of nationally endorsed standards and qualifications for recognising and assessing people's skills.</p> <p>Training Packages are developed by industry through national Industry Skills Councils or by enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement, developers must provide evidence of extensive consultation and support within the industry area or enterprise.</p> <p>Training Packages complete a quality assurance process and are then endorsed by the National Quality Council (NQC) and placed on the National Training Information Service (NTIS) database and website.</p>
<b>Vetadata</b>	<p>Vetadata is the Australian Vocational Education and Training (VET) Sector's Learning Object Metadata application profile.</p> <p>For further information visit: <a href="http://www.flexiblelearning.net.au/interop/vetadata/">http://www.flexiblelearning.net.au/interop/vetadata/</a></p>
<b>VET</b>	<p>Vocational Education and Training (VET) is the post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.</p>
<b>VET organisations eligible to act as Lead Agent</b>	<p>For the purposes of this project, a VET organisation eligible to act as Lead Agent must be either:</p> <ul style="list-style-type: none"> <li>• a Registered Training Organisation (RTO)</li> <li>• a VET unit or directorate with system-wide involvement in VET delivery.</li> </ul>

**W3C**

**W3C WCAG 1.0**

The World Wide Web Consortium was created in October 1994 to lead the World Wide Web to its full potential by developing common protocols that promote its evolution and ensure its interoperability. The W3C produces Web Content Accessibility Guidelines to foster equity in Web access.

Guidelines can be found at: <http://www.w3c.org/TR/WCAG10>

## Attachment A: Tenderer's Response Template

### Tenderer's declaration

I acknowledge that I have read this Request for Tender, understand all associated conditions and have fully acquainted myself with all matters relating to the proposed contract.

**Note:** Please complete and submit one Tender Response Template per Tender submission.

### 1.1 Summary sheet

This summary sheet is to appear at the front of the Tender Proposal. Additional rows may be inserted if required.

<b>Project title:</b>	
-----------------------	--

<b>Lead agent:</b>		<b>ABN:</b>
<b>Postal address:</b>	<b>Street address: (couriers etc)</b>	
<b>Contact person:</b>	<b>Phone:</b>	( )
	<b>Email:</b>	
	<b>Fax:</b>	( )
<b>Statement of legal establishment:</b>		

<b>Name of Registered Training Organisation</b> (either as lead agent or consortium partner):	
<b>Scope of Registration:</b>	

<b>Consortium partners:</b>	
<b>Organisation:</b>	<b>Address:</b>

<b>Amount:</b>	\$
<b>GST:</b>	\$
<b>Total amount:</b>	\$

<b>Average \$ per hour:</b> (Amount ÷ Total Nominal Hours developed for online delivery)	\$
---------------------------------------------------------------------------------------------	----

<b>Training Package:</b>	
<b>Qualification:</b>	

Content area		a	b	c	d
<b>National code of related competency</b>	<b>Title</b>	<b>pre-existing materials used?*</b> (yes or no)	<b>Full or part competency</b> (if applicable)	<b>Nominal Hours of training</b>	<b>Nominal Hours to be developed for online delivery</b>
<b>Total Nominal Hours developed for online delivery</b>					

**\*Note:** Tenderers should indicate (in column a) the amount of nominal hours taken up by any pre-existing materials to be used in the product and are required to adjust the budget breakdown accordingly to account for any savings in development time and effort.

## 1.2 Overview of proposed content area

Provide a brief statement explaining the relationship between the selected competency units and proposed Toolbox learning objects including which qualifications they support, and how the units make a coherent group for the delivery of training in this area.

## 1.3 Capacity to meet the selection criteria

This section of the proposal should be written to demonstrate the proponent's ability to meet the selection criteria as outlined in 'Section 4: Criteria for selection'. Please use the heading structure as indicated below.

**1.3.1 Project justification**

- Explain how the selected units meet the needs of the relevant industry area(s).
- Explain how the content is suited to online delivery.
- Show the reusability potential of the proposed learning objects by indicating areas of training for which they could be used.
- Outline the role proposed for the relevant national Industry Skills Council or ITAB in the conduct of the project.

**1.3.2 Teaching and learning characteristics**

- Provide a description of the needs and characteristics of the target learners that will influence the development of the product.
- Provide a description of the overall product which indicates the key features of the learning design and its suitability for the target learners. Explain the role of the learning objects within this design.
- Describe a **sample learning sequence** from the intended product that demonstrates the online learning strategies to be used (about two (2) pages). Describe the activities expected of the learner and outline the learning resources to be provided.

**1.3.3 Technical characteristics**

- Identify the discrete learning objects that will be created to achieve the learning sequence above.
- Explain how the Toolbox will be structured and packaged.
- Indicate briefly how the W3C Web Content Accessibility Guidelines will be met.

**1.3.4 Project management and development processes****Action plan**

Provide an action plan for the design and development of the project. Note that user testing must be shown at a number of stages in the project. Incorporate the following dates among the milestones.

<b>Date</b>	<b>Project event</b>
4 <sup>th</sup> – 5 <sup>th</sup> March	Tenders selected and successful teams notified
27 <sup>h</sup> March	Pre-workshop submission worked on with assistance from NPM and Mentor
1 <sup>st</sup> – 2 <sup>nd</sup> April	Series 12 workshop
6 <sup>th</sup> May	POC submission and review
29 <sup>th</sup> July	Mid-term submission and review
21 <sup>st</sup> October	Final deliverables submitted for testing
18 <sup>th</sup> November	Improved final deliverable including corrections/improvements following testing
9 <sup>th</sup> December	Completed product and additional deliverables submitted and project finalised

### Project management methodology

Outline your project management methodology, including quality assurance, user testing, risk management and consultation. Indicate how metadata creation and content packaging will be arranged.

#### 1.3.5 Team composition and capability of personnel/organisations involved

List the names of the personnel who will perform roles in the project and indicate the organisation/partner to which they belong. Indicate any roles as yet unfilled and how the person(s) will be sourced.

Project role	Name(s)	Organisation
Project management		
Instructional design		
Content expertise		
Editing		
Proofreading		
Graphic design		
Programming/Web development		
Other (specify) eg LLN Expertise*, specialist writers, metadata creator, etc.		

\*Note: Developers will be required to validate the Language, Literacy and Numeracy approach used.

For each of the people named above, briefly indicate their experience that is directly relevant to their role in this project. Expand this table if necessary (but remember the 20 page limit).

Name	Experience

### Reference group

List the representatives who will be asked to participate in a Reference Group (remembering that national ISC/ITAB representation is essential).

Name (if known)	Organisation	State represented	Position relevant to this project (eg ITAB executive officer, subject teacher, practitioner in industry, language, literacy and numeracy expert etc)

### Capability of the organisation/consortium

Briefly outline the capability of the organisation/consortium with respect to online teaching and learning and the support available for managing projects. Ensure that any online learning websites quoted are operational for the period of the Tender process.

**Note:** Tenderers are encouraged to provide samples of past product development.

### 1.4 Budget

Project staff	Time required (days)	Total cost \$
Project management		
Instructional design		
Content expertise		
Editing		
Proofreading		
Graphic design		
Programming/Web development		
Other (specify) eg LLN Expertise*, Specialist writers, Metadata creator, etc.		

\*Note: Developers will be required to validate the Language, Literacy and Numeracy approach used.

Other expenses	Method of calculation	Cost \$
<b>* DO NOT INCLUDE WORKSHOP ATTENDANCE COSTS IN THIS BUDGET</b>		

Total project staff and other expenses: excluding GST (This figure should match the "amount" indicated on the Summary Sheet)	\$
GST	\$
Total including GST (This figure should match the "total amount" indicated on the Summary Sheet)	\$

Note: It is assumed that use of any pre-existing materials should provide a cost saving. Where pre-existing materials are to be used, please briefly explain how this material has been accounted for. For example, please indicate any reduction in costs for web development or graphic design due to the use of pre-existing materials.

<b>Brief explanation regarding use of pre-existing materials (if applicable)</b>

## Further information

If you require further information, please contact:

Linda Stannard

[linda.stannard@eworks.edu.au](mailto:linda.stannard@eworks.edu.au)

03 9661 8723

Additional information, including responses to frequently asked questions, will be made available before the close of the Tender at <http://flexiblelearning.net.au/toolbox/tenders/>. Prospective Tenderers should check this address before lodging their Tenders.