

# 2008 E-learning Benchmarking Project

E-learning outcomes by industry area

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## 2008 E-learning Benchmarking Project

The Benchmarking and Research business activity<sup>1</sup> of the national training system's e-learning strategy, the Australian Flexible Learning Framework (Framework), conducts annual surveys of the uptake and use of e-learning in the vocational education and training (VET) system.

In 2008 the E-learning Benchmarking Project – a sub-project of the Benchmarking and Research business activity – conducted three surveys: registered training organisations (RTOs); VET students; and VET teachers and trainers. A full report on the overall results and survey methodology is available from the Framework's E-learning Indicators website at: <http://www.flexiblelearning.net.au/e-learningindicators>.

### **Research paper**

As in previous years, the 2008 E-learning Benchmarking Project has published comparisons of the uptake of e-learning in different states and territories and among different types of RTOs (that is, TAFE, community providers, schools, and private and other training providers).

In 2008 the E-learning Benchmarking Project conducted additional analysis of the survey results to examine the uptake, use and impact of e-learning in different industry areas. The aim of this analysis was to determine:

1. The extent to which the uptake of e-learning was consistent across different industry areas within the VET system.
2. Whether there were consistent patterns of response from VET students, VET teachers and trainers, and RTOs providing training in specific industry areas.

The findings presented in this report will assist the Framework to better understand the current use of e-learning in meeting industry skill needs and the type of support that might be provided by the Framework to increase the uptake and more effective use of information and communication technology (ICT) in VET.

## Industry analysis

The E-learning Benchmarking Project conducted three e-learning benchmarking surveys in 2008 with more than 3,000 responses used in analysis of the national benchmark figures:

- 579 responses from RTOs
- 1,500 responses from VET students
- 1,400 responses from VET teachers and trainers.

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<sup>1</sup> The Framework's Benchmarking and Research business activity conducts benchmarking activities to determine the use, impact and uptake of e-learning within different learner groups, states and territories, RTOs, business and industry; and research to inform the development of policy and new direction: <http://flexiblelearning.net.au/research>

## ***Classifying industry areas***

Each survey contained a question which asked the respondent to identify their main industry area of teaching and learning. The surveys used slightly different industry classifications (see Appendix 1) with RTOs asked about provision of training in areas supported by different Industry Skills Councils. VET teachers and trainers were asked to identify their main field of teaching against a list based on program areas. VET students were simply asked to record the course or unit in which they were enrolled, and this was later coded against a list of training purchasing areas. While these three classifications are not perfectly aligned there are clear parallels in most industry areas (as shown in the following table).

<b>RTOs</b> (Industry Skills Council)	<b>VET students</b> (Enrolled unit)	<b>VET teachers and trainers</b> (Main field of teaching)
Innovation and Business	Business Services	Business Services
	Computing and Information Services	Computing and Information Services
Community Services and Health	Community Services and Health	Community Services and Health
Construction and Property Services	Building and Construction	Building, Construction and Architecture
Manufacturing	Automotive Furnishing and Light Manufacturing Textiles, Clothing and Footwear	Manufacturing Food Processing Furniture and Wood Products Textiles, Clothing and Footwear
	Metals and Engineering	Metal, Electrical and Automotive Engineering and Technical
Services	Wholesale, Retail and Personal Services	
	Culture and Recreation	Art, Design, Music and Entertainment
	Tourism and Hospitality	Tourism and Hospitality
Agrifood Forest, Wood, Paper, Timber	Primary Industries	Agriculture, Animal and Primary Industries
Transport and Logistics	Transport and Storage	Transport and Storage
Electrocomms, Energy and Utilities	Electro-tech and Printing Water	
Mining		
Government Services		
	Education and Workplace Learning	Education
	Languages and Sciences	Languages and Sciences

## ***E-learning analysis***

To enable comparison of results across the three e-learning benchmarking surveys, a series of key questions from each survey were identified. These questions best illustrate the uptake and use of e-learning in VET and its impact on training outcomes. Issues of access (to technology, resources and professional development), flexibility offered through e-learning, strategic structures and the adoption of e-business services were also considered.

The aggregate responses to these select questions from each of the identified industry areas are shown in the tables in Appendices 2 to 4.

## **Industry analysis – training providers**

The 2008 E-learning Benchmarking survey found increasing uptake and use of e-learning, with RTOs reporting that 36% of all VET enrolments now involve e-learning to some degree. The nature of e-learning varies and includes use of e-learning resources in the classroom, remote or workplace use of e-learning, use of Flexible Learning Toolboxes (Toolboxes<sup>2</sup>), use of web 2.0 technologies and learning-based electronic communication between students and teachers/trainers.

The provision of e-business services to VET clients has also increased in recent years as more RTOs publish information online and provide transactional services such as online enrolment and use of online payments and electronic forms.

However, this 'average' profile is not representative of the e-learning experience across RTOs in all industry areas (see Appendix 2 for details).

### ***TAFE institutes***

Most notably, TAFE institutes (which represent a very large proportion of total VET delivery) have significantly greater uptake of e-learning than non-TAFE RTOs. Against all key survey questions (other than the proportion of enrolments involving e-learning, which is heavily based on TAFE responses) TAFE institutes had a much higher level of uptake and use of e-learning and e-business services than the 'all industry' benchmark. TAFE institutes were on average much more likely to:

- use various e-learning approaches (around 100% of TAFEs vs 30-40% of all RTOs)
- have teachers/trainers accessing (88%) and contributing to (19%) national VET e-learning repositories (vs 48% and 7% for non-TAFE RTOs)
- have formalised e-learning strategies (91% vs 46%)
- offer e-business services (10-20% higher than the corresponding non-TAFE figure).

This finding is not surprising, given the scale and scope of TAFE institutes relative to most RTOs.

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<sup>2</sup> Toolboxes are high quality, cost effective interactive e-learning and assessment resources:  
<http://www.flexiblelearning.net.au/toolboxes>

## Non-TAFE RTOs

Among non-TAFE RTOs it is evident that RTOs delivering training in areas related to the Innovation and Business Skills Council are more likely to have adopted e-learning than RTOs in most other industry areas (as shown in the table overleaf which summarises the data in Appendix 2). Thirty-three percent of enrolments in RTOs that deliver innovation and business services training involve e-learning, compared with 29% in RTOs delivering construction and property services or agrifood, and 21% in community services and health, and electrocommunications, energy and utilities.

Industry area	RTOs in survey*	% of VET unit enrolments using e-learning	Use of e-learning approaches	Access of repositories	E-learning strategy	E-business
2008 Industry Benchmark	579	36%	30-40%	48%	46%	30%+
TAFE	44	36% ●	↑↑↑	↑↑↑	↑↑↑	↑↑↑
Innovation and Business	178	33% ●	↑	●	●	●
Community Services and Health	178	21% ↓↓	↓	●	●	●
Services	150	18% ↓↓	●	●	●	●
Construction and Property Services	82	29% ↓	↓↓↓	↓	↓	●
Transport and Logistics	71	4% ↓↓	↓	●	●	↓
Manufacturing	57	4% ↓↓	↓↓↓	●	●	↓↓↓
Government Services	49	21% ↓↓	↓	●	↓	↑
Mining	47	3% ↓↓	↓↓↓	●	↓	↓
Agrifood	34	29% ↓	●	●	↓	●
Electrocomms, Energy and Utilities	21	9% ↓↓	↓	↑↑	●	●

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

\* Responses from each individual non-TAFE RTO are included in every industry area in which they deliver training services.

RTOs in those industry areas with very low uptake of e-learning – mining, manufacturing, transport and logistics – were also more likely to not have an e-learning strategy and not provide e-business services to their clients.

## Industry analysis – VET students

The level of uptake of e-learning in the VET system, in terms of the proportion of students that experience at least some e-learning, is fairly consistent around the 91% level, with students in different industry areas indicating this ranges from 85% in community services and health, up to 98% in education. However, student responses suggest significant variation in the approach to e-learning across the VET system (see Appendix 3 for details).

Industry area	Students in survey	Current e-learning	Preferred e-learning	Use of e-learning approaches	Flexibility	Impact	E-business
2008 Industry Benchmark	1,500	91%	94%	Varies	~70%	Varies	30-50%
Business Services	294	●	●	●	↑	●	↑
Computing and Information Services	235	●	●	↑↑	↑↑	↑↑	↑
Education and Workplace Learning	210	↑	●	↑	●	↑↑	●
Community Services and Health	185	↓	●	↓	●	↓	↓
Wholesale, Retail and Personal Services	94	●	●	↓	●	↓↓	↓
Tourism and Hospitality	48	●	↑	↓	↓	↓	●
Culture and Recreation	47	●	↓	↓↓	↓↓	↓↓	●
Automotive, Metals and Engineering	47	●	●	↓	↓↓	↓	↓
Primary Industries	43	●	●	●	↑↑	↑	↑↑
Building and Construction	36	●	●	↓	↓↓	↓	●
Electro-technology and Printing	27	●	↑	↑↑	↑↑	↑↑	↑

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

Students undertaking business services courses (eg accounting, finance, business management, administration) were the only ones who had e-learning experiences that were around the national e-learning benchmark. Students with courses in almost all other industry areas experienced much more or much less diversity in the use of e-learning, value from e-learning's flexibility, and impact on skills and potential employment outcomes.

VET students undertaking courses related to computer and information services had (not surprisingly) experienced a much higher and more diverse use of e-learning in their training than students in other industry areas. VET students also report that the use of e-learning, its flexibility and its impact was relatively higher in courses related to electrotechnology, primary industries and education. The effective use and impact of e-learning was seen to be lower in courses related to:

- culture and recreation (arts, design, fashion, recreation)
- automotive, metals and engineering
- building and construction
- wholesale, retail and personal services
- community services and health.

For example, 80% of students undertaking computing courses participated in online course activities, while only 43% of students in culture and recreation courses and 53% of tourism and hospitality students experienced e-learning in this way. Ninety-one percent of computing students could submit work electronically while less than 60% of retail students and those training in automotive, metals and engineering could do this.

Eighty-six percent of students training in primary industries would recommend e-learning to their peers, and access to e-learning was a relatively significant factor in their choice of

course and RTO. Yet little more than 50% of students in building and construction would recommend e-learning, and less than 40% of students in community services and health and culture and recreation courses said e-learning influenced their training decisions.

## Industry analysis – VET teachers/trainers

VET teachers and trainers in different industry areas use e-learning to varying degrees. Although more than 92% of all teachers and trainers, regardless of industry, believe VET students want at least some e-learning in their courses, the extent to which this is currently delivered differs across industry areas (see Appendix 4 for detail).

Industry area	Teachers in survey	Use e-learning	Use of e-learning approaches	Access of repositories	Student preference	Access to support	Impact on teaching and training
2008 Industry Benchmark	1,400	71%	Varies	44%	96%	60-70%	Varies
Business Services	253	↑	↑	●	●	↑	●
Community Services and Health	229	↓	●	●	●	●	●
Education	223	↑	↑	●	●	↑	↑
Computing and Information Services	137	↑↑	↑↑	●	●	↑↑	↑
Tourism and Hospitality	109	↓	●	●	●	↓	↓
Building, Construction and Architecture	73	↓↓	↓↓	↑↑	●	↓	↓↓
Engineering and Technical	66	↓↓	↓↓	↓	●	↓↓	↓↓
Agriculture, Animal and Primary Industries	63	●	↓↓	↑	●	●	↓
Metal, Electrical and Automotive	58	↓	↓↓	↓	●	↓↓	↓↓
Art, Design, Music and Entertainment	58	●	●	●	●	●	●
Languages and Sciences	44	●	↓	↓↓	●	●	●
Transport and Storage	25	↓↓	↓↓	↓↓	↓↓	●	↓↓

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

Teachers and trainers in computing and information services have the relatively highest uptake of e-learning, use a wider range of e-learning approaches, report better access to computers, e-learning resources and professional development, and relative to other teachers believe that e-learning enhances their teaching practice and student training outcomes.

VET teachers/trainers in business services and education also use e-learning relatively more and believe it is of greater value. Teachers/trainers delivering courses related to community services and health, and art, design, music and entertainment have an ‘average’ e-learning use profile.

Use of e-learning and access to e-learning resource repositories is relatively lower among teachers and trainers in:

- building, construction and architecture

- engineering and technical
- metal, electrical and automotive
- transport and storage.

## Analysis by industry area

The 2008 E-learning Benchmarking surveys also illustrate some common findings in the way e-learning is approached, supported and viewed within different industry areas. The following analysis compares the responses from non-TAFE RTOs, VET students and VET teachers/trainers, where there were sufficient responses from an industry area for two or more of these groups to allow valid comparison.

### Innovation and Business/Business Services

(see also Appendix 3a)

RTOs, VET students and VET teachers and trainers in the Business Services industry area have generally had e-learning experiences and outcomes at or above the national benchmarks. Across all three groups the responses to key survey questions were close to average. Business services' teachers indicated slightly higher than average uptake of e-learning and use of different e-learning approaches, a finding matched by the RTO survey responses.

Key survey questions	Non-TAFE RTOs (178)	VET students (294)	VET teachers and trainers (253)
Uptake of e-learning	●	●	↑
Preferred e-learning		●	●
Use of e-learning approaches	↑	●	↑
Access of repositories	●		●
Impact		●	●
E-business	●	↑	
Other	E-learning strategy ●	Flexibility ↑	Access to support ↑

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Computing and Information Services/Innovation and Business

(see also Appendix 3b)

RTOs, VET students and VET teachers and trainers in the Computing and Information Services and Innovation industry area have (not surprisingly) had e-learning experiences and outcomes above the national benchmarks. Both VET students and VET teachers/trainers indicate use of a wider than average variety of e-learning approaches and above average impact on skills acquisition, employment opportunities and teaching practices. Students undertaking computing courses value the flexibility of e-learning relatively higher than other students. Teachers indicate having greater access to e-learning support, resources and professional development than those in other industry areas.

Key survey questions	Non-TAFE RTOs (178)	VET students (235)	VET teachers and trainers (137)
Uptake of e-learning	●	●	↑↑
Preferred e-learning		●	●
Use of e-learning approaches	↑	↑↑	↑↑
Access of repositories	●		●
Impact		↑↑	↑
E-business	●	↑	
Other	E-learning strategy ●	Flexibility ↑↑	Access to support ↑↑

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Community Services and Health

(see also Appendix 3c)

E-learning has a lower than average level of uptake, use and impact in the Community Services and Health industry area. RTOs, VET students and VET teachers and trainers in the Community Services and Health industry area all report at or below average responses to key benchmarking questions, particularly with regard to the level of uptake of e-learning and the use of different e-learning approaches. Community services and Health students also indicate that e-learning has had less of an impact on their technology-related skills and confidence and employment outcomes than for students in other industry areas.

Key survey questions	Non-TAFE RTOs (178)	VET students (185)	VET teachers and trainers (229)
Uptake of e-learning	↓↓	↓	↓
Preferred e-learning		●	●
Use of e-learning approaches	↓	↓	●
Access of repositories	●		●
Impact		↓	●
E-business	●	↓	
Other	E-learning strategy ●	Flexibility ●	Access to support ●

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Education and Workplace Learning

(see also Appendix 3d)

E-learning currently has a relatively more significant role and impact in VET related to education services and workplace learning. Both VET students and VET teachers and trainers in this industry area reported higher than average levels of uptake of e-learning and a wider use of different e-learning approaches. The impact of e-learning on both students (ie skills, employment outcomes, influence on training decisions) and teachers (ie teaching practices, access to resources) was above the benchmark level.

Key survey questions	VET students (210)	VET teachers and trainers (223)
Uptake of e-learning	↑	↑
Preferred e-learning	●	●
Use of e-learning approaches	↑	↑
Access of repositories		●
Impact	↑↑	↑
E-business	●	
Other	Flexibility ●	Access to support ↑

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Tourism and Hospitality

(see also Appendix 3e)

The uptake of e-learning in VET tourism and hospitality courses is on or below the ‘all industry’ average. Relatively fewer students and teachers/trainers in tourism and hospitality courses report that the impact of e-learning on their skills and teaching outcomes is at a level compared with the national benchmarks. It is interesting to note, however, that tourism and hospitality students are among those with the highest preference for e-learning, while relatively few teachers/trainers currently use e-learning.

Key survey questions	VET students (48)	VET teachers and trainers (109)
Uptake of e-learning	●	↓
Preferred e-learning	↑	●
Use of e-learning approaches	↓	●
Access of repositories		●
Impact	↓	↓
E-business	●	
Other	Flexibility ↓	Access to support ↓

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Building and Construction/Construction and Property Services

(see also Appendix 3f)

The level of uptake and the impact of e-learning in VET Building and Construction courses is lower than in other industry areas. Responses to the 2008 E-learning Benchmarking surveys from RTOs, VET students and VET teachers and trainers in this industry area all show lower than average use of e-learning, and use of fewer e-learning approaches. Consequently the impact of e-learning on teaching and training outcomes is relatively lower than in other industry areas. However, building and construction teachers/trainers report a higher than average use of national learning object repositories.

Key survey questions	Non-TAFE RTOs (82)	VET students (36)	VET teachers and trainers (73)
Uptake of e-learning	↓	●	↓↓
Preferred e-learning		●	●
Use of e-learning approaches	↓↓	↓	↓↓
Access of repositories	↓		↑↑
Impact		↓	↓↓
E-business	●	●	
Other	E-learning strategy ↓	Flexibility ↓↓	Access to support ↓

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Services/Wholesale, Retail and Personal Services

(see also Appendix 3g)

The use of e-learning in the Services industry (including wholesale, retail and personal services) is at or below the average for 'all industry' levels. Feedback from 150 non-TAFE RTOs indicates that significantly fewer VET enrolments in this industry area involve e-learning. Nevertheless, where e-learning is used the approaches and provision of e-business services are at average levels. Students in the services industry area report that their e-learning experience had relatively less of an impact on their skills and confidence in using technology and employment outcomes than students in other areas.

Key survey questions	Non-TAFE RTOs (150)	VET students (94)
Uptake of e-learning	↓↓	●
Preferred e-learning		●
Use of e-learning approaches	●	↓
Access of repositories	●	
Impact		↓↓
E-business	●	↓
Other	E-learning strategy ●	Flexibility ●

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Automotive, Metals and Engineering/Manufacturing

(see also Appendix 3h)

RTOs, VET students and VET teachers and trainers in the Automotive, Metals and Engineering or Manufacturing industry area have generally had less exposure to and use of e-learning. All report that there is limited use of different e-learning approaches, and consequently the average level of VET enrolments which involve e-learning is below the national benchmark. With provision of e-business services and use of these services by students below average, relatively fewer students experiencing the flexibility benefits of e-learning, and VET teachers/trainers having less access to computers and professional development, it is not surprising that the reported impact of e-learning in this industry area is well below average.

Key survey questions	Non-TAFE RTOs (57)	VET students (47)	VET teachers and trainers (58)
Uptake of e-learning	↓↓	●	↓
Preferred e-learning		●	●
Use of e-learning approaches	↓↓	↓	↓↓
Access of repositories	●		↓
Impact		↓	↓↓
E-business	↓↓	↓	
Other	E-learning strategy ●	Flexibility ↓↓	Access to support ↓↓

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Conclusions

The most significant observation from analysis of the results of the Framework's 2008 E-learning Benchmarking surveys by industry area is the remarkable level of consistency of experience within each industry area. That is, across each of the three surveys – the survey of RTOs, the survey of VET students, and the survey of VET teachers and trainers – the responses within an industry area tended to highlight a similar story. Whatever the key indicator in terms of the level of uptake, use or impact of e-learning, the results for each group in an individual industry area tended to all be at, all be above, or all be below, the national 'all industry' benchmark.

To summarise the experiences in the eight industry areas highlighted (although there is much more information detailed in Appendices 2 and 3):

- The industry area with the highest experience and impact of e-learning is:
  - Computing and Information Services.
- Industry areas with above average experience and impact of e-learning are:
  - Business Services
  - Education.
- Industry areas with below average experience and impact of e-learning are:
  - Tourism and Hospitality
  - Wholesale, Retail and Personal Services
  - Community Services and Health.

- Industry areas with significantly below average experience and impact of e-learning are:
  - Building and Construction
  - Automotive, Metals and Engineering.

Appendices 2 and 3 of this research paper contain more information on the survey responses within each of these industry areas. Additional quantitative and qualitative information on the responses from RTOs, students and teachers/trainers in each industry area could also be gleaned from more detailed analysis of the 2008 E-learning Benchmarking survey results.

## Appendix 1: Industry classifications

### ***RTOs***

RTOs were asked to complete the following question in the 2008 E-learning Benchmarking survey.

Does your organisation provide training in the following areas?

*(select one or more)*

- |  |   |
|--|---|
| <input type="checkbox"/> Manufacturing           | <input type="checkbox"/> Community Services and Health      |
| <input type="checkbox"/> Mining                  | <input type="checkbox"/> Construction and Property Services |
| <input type="checkbox"/> Transport and Logistics | <input type="checkbox"/> Innovation and Business            |
| <input type="checkbox"/> Government Services     | <input type="checkbox"/> Electrocomms, Energy and Utilities |
| <input type="checkbox"/> Services                | <input type="checkbox"/> Forest, Wood, Paper, Timber        |
| <input type="checkbox"/> Agrifood                | <input type="checkbox"/> Other (describe)                   |

Most TAFE institutes indicated that they provided training in almost all of these areas, and were therefore analysed as a separate group. The responses of the remaining 535 non-TAFE RTOs were then analysed by industry area. As an individual RTO could select more than one industry area if they provided training in more than one area, the analysis for each industry area included all non-TAFE RTOs that provided training in that area (meaning that some individual non-TAFE RTOs had their responses included in more than one set of analysis).

### ***VET students***

VET students were asked to complete the following question in the 2008 E-learning Benchmarking survey.

\* What course/unit are you enrolled in? *(eg Certificate III in Business, Computing for Beginners)*

The 1,500 responses were then coded against the following 18 industry areas.

- 
- |                                      |                                      |   |
|--------------------------------------|--------------------------------------|---|
| ▪ Automotive                         | ▪ Education and Workplace Learning   | ▪ Textiles, Clothing and Footwear         |
| ▪ Building and Construction          | ▪ Electro-tech and Printing          | ▪ Tourism and Hospitality                 |
| ▪ Business Services                  | ▪ Furnishing and Light Manufacturing | ▪ Transport and Storage                   |
| ▪ Community Services and Health      | ▪ Languages and Sciences             | ▪ Water                                   |
| ▪ Computing and Information Services | ▪ Metals and Engineering             | ▪ Wholesale, Retail and Personal Services |
| ▪ Culture and Recreation             | ▪ Primary Industries                 | ▪ Not stated                              |

## **VET teachers and trainers**

VET teachers and trainers were asked to complete the following question in the 2008 E-learning Benchmarking survey.

- \* What is your main field of teaching? *One only*
- |  |                          |
|--|--------------------------|
| Agriculture, Animal and Primary Industries | <input type="checkbox"/> |
| Architecture and Planning                  | <input type="checkbox"/> |
| Art, Design, Music and Entertainment       | <input type="checkbox"/> |
| Building and Construction                  | <input type="checkbox"/> |
| Business, Administration and Sales         | <input type="checkbox"/> |
| Chemicals, Plastics, Rubber, etc.          | <input type="checkbox"/> |
| Computing and Information Services         | <input type="checkbox"/> |
| Education                                  | <input type="checkbox"/> |
| Engineering and Technical                  | <input type="checkbox"/> |
| Food Processing                            | <input type="checkbox"/> |
| Furniture and Wood Products                | <input type="checkbox"/> |
| Health and Community Services              | <input type="checkbox"/> |
| Hospitality and Tourism                    | <input type="checkbox"/> |
| Law, Security and Defence                  | <input type="checkbox"/> |
| Literature and Social Sciences             | <input type="checkbox"/> |
| Metal, Electrical and Automotive           | <input type="checkbox"/> |
| Natural Sciences and Mathematics           | <input type="checkbox"/> |
| Printing and Paper                         | <input type="checkbox"/> |
| Textiles, Clothing and Footwear            | <input type="checkbox"/> |
| Transport and Storage                      | <input type="checkbox"/> |

The 1,400 responses were then grouped against the following 17 industry areas.

- Agriculture, Animal and Primary Industries
- Art, Design, Music and Entertainment
- Building, Construction and Architecture
- Business Services
- Community Services and Health
- Computing and Information Services
- Education
- Engineering and Technical
- Food Processing
- Furniture and Wood Products
- Languages and Sciences
- Manufacturing
- Metal, Electrical and Automotive
- Textiles, Clothing and Footwear
- Tourism and Hospitality
- Transport and Storage
- Not stated

## Appendix 2a: Summary of outcomes by industry area – RTOs

REGISTERED TRAINING ORGANISATIONS													
Outcome	Question (from 2008 E-learning Benchmarking survey)	2008 Benchmark	TAFE	Non-TAFE									
				Innovation and Business	Community Services and Health	Services	Construction and Property Services	Transport and Logistics	Manufacturing	Government Services	Mining	Agri/food	Electrocomms, Energy and Utilities
		579	44	178	178	150	82	71	57	49	47	34	21
<b>Use</b>	Q1b % of VET unit enrolments that involved e-learning.	36%	36%	33%	21%	18%	29%	4%	4%	21%	3%	29%	9%
	Q2a Units delivered through ... use of multimedia interactive learning resources in the classroom.	46%	100%	54%	40%	46%	38%	37%	40%	36%	30%	58%	50%
	Q2b Units delivered through ... remote use of multimedia interactive learning resources.	42%	98%	50%	36%	43%	31%	34%	29%	42%	32%	40%	39%
	Q2c Units delivered through ... use of Flexible Learning Toolboxes.	28%	100%	31%	25%	34%	24%	24%	22%	34%	18%	29%	22%
	Q2d Units delivered through ... use of mobile, voice and/or web 2.0 technologies.	24%	95%	13%	11%	14%	11%	7%	4%	7%	5%	7%	11%
<b>Strategy</b>	Q5a RTO has teachers/trainers who have ... accessed materials in national VET learning object repositories.	48%	88%	46%	45%	52%	41%	53%	46%	52%	46%	45%	60%
	Q5b RTO has teachers/trainers who have ... contributed materials to national VET learning object repositories.	7%	19%	6%	3%	12%	6%	9%	11%	6%	5%	9%	26%
<b>E-business</b>	Q4 RTO has ... e-learning strategy.	46%	91%	51%	42%	47%	40%	41%	41%	38%	36%	39%	50%
	Q3a RTO offered ... online publication of general course information and relevant policies, regulations and strategies.	62%	100%	67%	60%	59%	53%	46%	40%	63%	49%	63%	60%
	Q3b RTO offered ... online enrolment.	31%	42%	36%	28%	31%	28%	26%	19%	47%	30%	26%	37%
	Q3c RTO offered ... online payments and electronic forms.	28%	47%	31%	24%	28%	29%	22%	16%	28%	23%	35%	32%
<b>Use</b>	Q1b % of VET unit enrolments that involved e-learning.	36%	●	●	↓↓	↓↓	↓	↓↓	↓↓	↓↓	↓↓	↓	↓↓
	Q2a Units delivered through ... use of multimedia interactive learning resources in the classroom.	46%	↑↑↑	↑	↓	●	↓	↓	↓	↓	↓↓	↑↑	●
	Q2b Units delivered through ... remote use of multimedia interactive learning resources.	42%	↑↑↑	↑	↓	●	↓	↓	↓	↓	↓	●	↓
	Q2c Units delivered through ... use of Flexible Learning Toolboxes.	28%	↑↑↑	↑	↑	●	↓	↓	↓	↑	↓	↓	↓
	Q2d Units delivered through ... use of mobile, voice and/or web 2.0 technologies.	24%	↑↑↑	↓↓	↓↓	↓	↓	↓	↓	↓	↓	↓	↓
<b>Strategy</b>	Q5a RTO has teachers/trainers who have ... accessed materials in national VET learning object repositories.	48%	↑↑↑	●	●	●	↓	●	●	●	●	●	↑↑
	Q5b RTO has teachers/trainers who have ... contributed materials to national VET learning object repositories.	7%	↑↑↑	●	●	●	●	●	●	●	●	●	↑↑
<b>E-business</b>	Q4 RTO has ... e-learning strategy.	46%	↑↑↑	●	●	●	↓	●	●	↓	↓	↓	●
	Q3a RTO offered ... online publication of general course information and relevant policies, regulations and strategies.	62%	↑↑↑	●	●	●	↓	↓↓	↓↓	●	↓↓	●	●
	Q3b RTO offered ... online enrolment.	31%	↑↑↑	●	●	●	●	●	↓	↑↑	●	●	↑
	Q3c RTO offered ... online payments and electronic forms.	28%	↑↑↑	●	●	●	●	↓	↓↓	●	●	↑	●

# Appendix 2b: Summary of outcomes by industry area – VET students

STUDENTS			2008 Benchmark	Business Services	Computing and Information Services	Education and Workplace Learning	Community Services and Health	Wholesale, Retail and Personal Services	Tourism and Hospitality	Culture and Recreation	Automotive, Metals and Engineering	Primary Industries	Building and Construction	Electro-technology and Printing	
Outcome	Question (from 2008 E-learning Benchmarking survey)		1,500	294	235	210	185	94	48	47	47	43	36	27	
<ul style="list-style-type: none"> <li>● Within +/- 5% of the 2008 all industry benchmark.</li> <li>↑ 6-10% above the 2008 all industry benchmark.</li> <li>↑↑ More than 10% above the 2008 all industry benchmark.</li> <li>↓ 6-10% below the 2008 all industry benchmark.</li> <li>↓↓ More than 10% below the 2008 all industry benchmark.</li> </ul>															
<b>Use</b>	Q1	How much e-learning have you had in your course?	A lot	38%	38%	57%	42%	30%	31%	38%	32%	28%	63%	17%	52%
			A lot/Some/A little	91%	93%	93%	98%	85%	88%	94%	87%	89%	95%	92%	96%
	Q10	If you could choose the way your course was delivered, how much e-learning would you want in it?	A lot	33%	34%	45%	37%	24%	22%	38%	19%	20%	33%	36%	41%
			A lot/Some/A little	94%	93%	94%	98%	93%	96%	100%	87%	98%	98%	94%	100%
	Q3	Did your course use ...													
	Q3a	... online access to and downloading of learning materials and resources?	Yes	85%	90%	90%	90%	82%	83%	85%	82%	78%	88%	80%	78%
	Q3e	... online access to and participation in course activities?	Yes	68%	69%	80%	74%	61%	70%	53%	43%	66%	77%	69%	78%
	Q3b	... use of multimedia interactive learning resources in the classroom?	Yes	61%	53%	58%	66%	62%	62%	74%	64%	82%	51%	69%	78%
	Q3d	... use of Flexible Learning Toolboxes?	Yes	53%	58%	52%	54%	46%	60%	53%	29%	61%	72%	44%	63%
	Q3l	... use of web 2.0 technologies for learning?	Yes	36%	27%	46%	48%	29%	28%	30%	21%	39%	27%	35%	63%
	Q3j	... electronic submission of work?	Yes	70%	79%	91%	66%	63%	57%	64%	70%	58%	72%	63%	81%
	Q3k	... online assessment activities?	Yes	63%	67%	75%	69%	56%	60%	47%	51%	63%	79%	46%	78%
	<b>Flexibility</b>	Q6b	The e-learning components of my course enabled me to choose when I did my study?	Strongly Agree/Agree	66%	75%	77%	65%	64%	65%	56%	47%	39%	78%	52%
Q6c		The e-learning components of my course enabled me to choose where I did my study?	Strongly Agree/Agree	72%	82%	80%	75%	68%	76%	72%	53%	47%	78%	33%	88%
<b>Impact</b>	Q4b	The e-learning in my course has increased my confidence in using computers and technology.	Strongly Agree/Agree	62%	61%	66%	75%	56%	47%	58%	53%	65%	68%	53%	75%
	Q4d	The e-learning in my course has increased my ability to use computers and technology.	Strongly Agree/Agree	62%	59%	70%	76%	57%	46%	66%	57%	58%	65%	53%	72%
	Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	Strongly Agree/Agree	65%	67%	73%	73%	55%	51%	67%	61%	59%	65%	56%	80%
	Q9a	E-learning was a factor in my choice of course.	Major/Minor	53%	60%	65%	54%	37%	33%	44%	34%	45%	60%	47%	58%
	Q9b	E-learning was a factor in my choice of training provider.	Major/Minor	48%	54%	53%	47%	36%	32%	41%	37%	47%	55%	42%	58%
<b>E-business</b>	Q6g	I would recommend e-learning to my friends or work colleagues.	Strongly Agree/Agree	70%	72%	73%	79%	69%	65%	72%	52%	65%	88%	53%	88%
	Q11a	I used ... online publication of general course information and relevant policies, regulations and strategies.	Yes	56%	64%	55%	55%	44%	52%	60%	40%	66%	48%	65%	
	Q11b	I used ... online enrolment.	Yes	34%	38%	34%	34%	26%	30%	34%	41%	25%	51%	50%	38%
	Q11c	I used ... online payments and electronic forms.	Yes	31%	37%	28%	29%	28%	33%	32%	30%	28%	44%	34%	33%
<b>Use</b>	Q1	How much e-learning have you had in your course?	A lot	38%	●	↑↑	●	↓	↓	●	↓	↓	↑↑	↓↓	↑↑
			A lot/Some/A little	91%	●	●	↑	↓	↓	●	↓	↓	●	●	●
	Q10	If you could choose the way your course was delivered, how much e-learning would you want in it?	A lot	33%	●	↑↑	●	↓	↓	●	↓	↓	●	●	↑
			A lot/Some/A little	94%	●	●	●	●	●	↑	↓	●	●	●	↑
	Q3	Did your course use ...													
	Q3a	... online access to and downloading of learning materials and resources?	Yes	85%	●	●	●	●	●	●	●	↓	●	●	↓
	Q3e	... online access to and participation in course activities?	Yes	68%	●	↑↑	↑	↓	●	↓	↓	↓	↑	●	↑
	Q3b	... use of multimedia interactive learning resources in the classroom?	Yes	61%	↓	●	●	●	●	↑↑	●	↑↑	↓	↑	↑↑
	Q3d	... use of Flexible Learning Toolboxes?	Yes	53%	●	●	●	↓	↓	●	↓	↑	↑	↓	↑
	Q3l	... use of web 2.0 technologies for learning?	Yes	36%	↓	↑	↑↑	↓	↓	↓	↓	↓	↓	↓	↑
	Q3j	... electronic submission of work?	Yes	70%	↑	↑↑	↑	↓	↓	↓	↓	↓	↓	↓	↑
	Q3k	... online assessment activities?	Yes	63%	●	↑↑	↑	↓	●	↓	↓	●	↑↑	↓	↑
	<b>Flexibility</b>	Q6b	The e-learning components of my course enabled me to choose when I did my study?	Strongly Agree/Agree	66%	↑	↑↑	●	●	●	↓	↓	↓	↑↑	↓
Q6c		The e-learning components of my course enabled me to choose where I did my study?	Strongly Agree/Agree	72%	↑	↑↑	●	●	●	↓	↓	↓	↑↑	↓	↑
<b>Impact</b>	Q4b	The e-learning in my course has increased my confidence in using computers and technology.	Strongly Agree/Agree	62%	●	●	↑↑	●	↓	●	●	↑	↓	↑	↑
	Q4d	The e-learning in my course has increased my ability to use computers and technology.	Strongly Agree/Agree	62%	●	●	↑↑	●	↓	●	●	↑	↓	↑	↑
	Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	Strongly Agree/Agree	65%	●	↑	↑	↓	↓	●	●	↓	↑	↓	↑
	Q9a	E-learning was a factor in my choice of course.	Major/Minor	53%	↑	↑↑	●	↓	↓	↓	↓	↑	↓	↓	●
	Q9b	E-learning was a factor in my choice of training provider.	Major/Minor	48%	↑	●	●	↓	↓	↓	↓	↑	↓	↓	↑
<b>E-business</b>	Q6g	I would recommend e-learning to my friends or work colleagues.	Strongly Agree/Agree	70%	●	●	↑	●	●	●	●	↑	↓	↑	
	Q11a	I used ... online publication of general course information and relevant policies, regulations and strategies.	Yes	56%	↑	↑	●	↓	↓	●	↓	↑	↓	↑	
	Q11b	I used ... online enrolment.	Yes	34%	●	●	●	↓	●	●	↑	↓	↑	●	
	Q11c	I used ... online payments and electronic forms.	Yes	31%	↑	●	●	●	●	●	●	↑	↑	●	



## Appendix 3a: Innovation and Business/Business Services

The responses to the 2008 E-learning Benchmarking surveys from RTOs delivering Innovation and Business training, and those VET students and VET teachers and trainers undertaking or delivering courses related to Business Services, are summarised below.

RTOs (178)				
Q1b	% of VET unit enrolments that involved e-learning.	36%	33%	●
Q2	Units delivered through ...			
a	... use of multimedia interactive learning resources in the classroom.	46%	54%	↑
b	... remote use of multimedia interactive learning resources.	42%	50%	↑
c	... use of Flexible Learning Toolboxes.	28%	31%	●
d	... use of mobile, voice and/or web 2.0 technologies.	24%	13%	↓↓
Q5	RTO has teachers/trainers who have ...			
a	... accessed materials in national VET learning object repositories.	48%	46%	●
b	... contributed materials to national VET learning object repositories.	7%	6%	●
Q4	RTO has ... e-learning strategy.	46%	51%	●
Q3	RTO offers ...			
a	... online publication of general course information and relevant policies, regulations and strategies.	62%	67%	●
b	... online enrolment.	31%	36%	●
c	... online payments and electronic forms.	28%	31%	●

VET students (294)				
Q1	I have had – a lot – of e-learning in my course.	38%	38%	●
	I have had – at least a little – e-learning in my course.	91%	93%	●
Q10	I would like – a lot – of e-learning in my course.	33%	34%	●
	I would like – at least a little – e-learning in my course.	94%	93%	●
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	90%	●
e	... online access to and participation in course activities.	68%	69%	●
b	... use of multimedia interactive learning resources in the classroom.	61%	53%	↓
d	... use of Flexible Learning Toolboxes.	53%	58%	●
l	... use of web 2.0 technologies for learning.	36%	27%	↓
j	... electronic submission of work.	70%	79%	↑
k	... online assessment activities.	63%	67%	●
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	75%	↑
c	... where I did my study.	72%	82%	↑
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	61%	●
d	... my ability to use computers and technology.	62%	59%	●
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	67%	●
Q9a	E-learning was a factor in my choice of course.	53%	60%	↑
Q9b	E-learning was a factor in my choice of training provider.	48%	54%	↑
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	72%	●
Q11 a	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	64%	↑
Q11 b	I used ... online enrolment.	34%	38%	●
Q11c	I used ... online payments and electronic forms.	31%	37%	↑

<b>VET teachers and trainers (253)</b>				
Q2	Have you ever delivered units that use e-learning?	71%	79%	↑
Q3	In the last 12 months did you deliver any VET units that used ...			
a	... online access to and downloading of learning materials and resources.	70%	73%	●
e	... online access to and participation in course activities.	52%	58%	↑
b	... use of multimedia interactive learning resources in the classroom.	60%	63%	●
d	... use of Flexible Learning Toolboxes.	36%	50%	↑↑
l	... use of web 2.0 technologies for learning.	25%	23%	●
j	... electronic submission of work.	67%	76%	↑
k	... online assessment activities.	43%	51%	↑
Q5	I have ...			
a	... accessed materials in national VET learning object repositories.	44%	46%	●
b	... contributed materials to national VET learning object repositories.	6%	6%	●
Q9	Students want – a lot – of e-learning in their course.	19%	18%	●
	Students want – at least a little – e-learning in their course.	96%	97%	●
Q6a	I have access to ... computers and the Internet for teaching.	74%	82%	↑
Q6c	I have access to ... e-learning resources.	60%	70%	↑
Q6d	I have access to ... professional development to support e-learning.	63%	67%	●
Q8	The use of e-learning has ...			
c	... improved my teaching practices.	62%	61%	●
e	... increased my students' access to learning resources.	75%	75%	●
h	... improved learning outcomes for my students.	54%	53%	●

● Within +/- 5% of benchmark.   
 ↑ 6-10% above benchmark.   
 ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.   
 ↓↓ More than 10% below benchmark.

## Appendix 3b: Computing and Information Services/ Innovation and Business

The responses to the 2008 E-learning Benchmarking surveys from RTOs delivering Innovation and Business training, and those VET students and VET teachers and trainers undertaking or delivering courses related to Computing and Information Services, are summarised below.

RTOs (178)				
Q1b	% of VET unit enrolments that involved e-learning.	36%	33%	●
Q2	Units delivered through ...			
a	... use of multimedia interactive learning resources in the classroom.	46%	54%	↑
b	... remote use of multimedia interactive learning resources.	42%	50%	↑
c	... use of Flexible Learning Toolboxes.	28%	31%	●
d	... use of mobile, voice and/or web 2.0 technologies.	24%	13%	↓↓
Q5	RTO has teachers/trainers who have ...			
a	... accessed materials in national VET learning object repositories.	48%	46%	●
b	... contributed materials to national VET learning object repositories.	7%	6%	●
Q4	RTO has ... e-learning strategy.	46%	51%	●
Q3	RTO offers ...			
a	... online publication of general course information and relevant policies, regulations and strategies.	62%	67%	●
b	... online enrolment.	31%	36%	●
c	... online payments and electronic forms.	28%	31%	●

VET students (235)				
Q1	I have had – a lot – of e-learning in my course.	38%	57%	↑↑
	I have had – at least a little – e-learning in my course.	91%	93%	●
Q10	I would like – a lot – of e-learning in my course.	33%	45%	↑↑
	I would like – at least a little – e-learning in my course.	94%	94%	●
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	90%	●
e	... online access to and participation in course activities.	68%	80%	↑↑
b	... use of multimedia interactive learning resources in the classroom.	61%	58%	●
d	... use of Flexible Learning Toolboxes.	53%	52%	●
l	... use of web 2.0 technologies for learning.	36%	46%	↑
j	... electronic submission of work.	70%	91%	↑↑
k	... online assessment activities.	63%	75%	↑↑
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	77%	↑↑
c	... where I did my study.	72%	80%	↑
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	66%	●
d	... my ability to use computers and technology.	62%	70%	↑
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	73%	↑
Q9a	E-learning was a factor in my choice of course.	53%	65%	↑↑
Q9b	E-learning was a factor in my choice of training provider.	48%	53%	●
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	73%	●
Q11	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	64%	↑
a				
Q11	I used ... online enrolment.	34%	34%	●
b				
Q11c	I used ... online payments and electronic forms.	31%	28%	●

<b>VET teachers and trainers (137)</b>				
Q2	Have you ever delivered units that use e-learning?	71%	90%	↑↑
Q3	In the last 12 months did you deliver any VET units that used ...			
a	... online access to and downloading of learning materials and resources.	70%	87%	↑↑
e	... online access to and participation in course activities.	52%	75%	↑↑
b	... use of multimedia interactive learning resources in the classroom.	60%	72%	↑↑
d	... use of Flexible Learning Toolboxes.	36%	46%	↑
l	... use of web 2.0 technologies for learning.	25%	41%	↑↑
j	... electronic submission of work.	67%	82%	↑↑
k	... online assessment activities.	43%	60%	↑↑
Q5	I have ...			
a	... accessed materials in national VET learning object repositories.	44%	49%	●
b	... contributed materials to national VET learning object repositories.	6%	5%	●
Q9	Students want – a lot – of e-learning in their course.	19%	28%	↑
	Students want – at least a little – e-learning in their course.	96%	100%	●
Q6a	I have access to ... computers and the Internet for teaching.	74%	90%	↑↑
Q6c	I have access to ... e-learning resources.	60%	77%	↑↑
Q6d	I have access to ... professional development to support e-learning.	63%	70%	↑
Q8	The use of e-learning has ...			
c	... improved my teaching practices.	62%	72%	↑
e	... increased my students' access to learning resources.	75%	89%	↑↑
h	... improved learning outcomes for my students.	54%	59%	●

● Within +/- 5% of benchmark.   
 ↑ 6-10% above benchmark.   
 ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.   
 ↓↓ More than 10% below benchmark.

## Appendix 3c: Community Services and Health

The responses to the 2008 E-learning Benchmarking surveys from RTOs delivering Community Services and Health training, and those VET students and VET teachers and trainers undertaking or delivering courses in this industry area, are summarised below.

RTOs (178)				
Q1b	% of VET unit enrolments that involved e-learning.	36%	21%	↓↓
Q2	Units delivered through ...			
a	... use of multimedia interactive learning resources in the classroom.	46%	40%	↓
b	... remote use of multimedia interactive learning resources.	42%	36%	↓
c	... use of Flexible Learning Toolboxes.	28%	25%	●
d	... use of mobile, voice and/or web 2.0 technologies.	24%	11%	↓↓
Q5	RTO has teachers/trainers who have ...			
a	... accessed materials in national VET learning object repositories.	48%	45%	●
b	... contributed materials to national VET learning object repositories.	7%	3%	●
Q4	RTO has ... e-learning strategy.	46%	42%	●
Q3	RTO offers ...			
a	... online publication of general course information and relevant policies, regulations and strategies.	62%	60%	●
b	... online enrolment.	31%	28%	●
c	... online payments and electronic forms.	28%	24%	●

VET students (185)				
Q1	I have had – a lot – of e-learning in my course.	38%	30%	↓
	I have had – at least a little – e-learning in my course.	91%	85%	↓
Q10	I would like – a lot – of e-learning in my course.	33%	24%	↓
	I would like – at least a little – e-learning in my course.	94%	93%	●
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	82%	●
e	... online access to and participation in course activities.	68%	61%	↓
b	... use of multimedia interactive learning resources in the classroom.	61%	62%	●
d	... use of Flexible Learning Toolboxes.	53%	46%	↓
l	... use of web 2.0 technologies for learning.	36%	29%	↓
j	... electronic submission of work.	70%	63%	↓
k	... online assessment activities.	63%	56%	↓
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	64%	●
c	... where I did my study.	72%	68%	●
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	56%	↓
d	... my ability to use computers and technology.	62%	57%	●
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	55%	↓
Q9a	E-learning was a factor in my choice of course.	53%	37%	↓↓
Q9b	E-learning was a factor in my choice of training provider.	48%	36%	↓↓
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	69%	●
Q11	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	55%	●
a				
Q11	I used ... online enrolment.	34%	26%	↓
b				
Q11c	I used ... online payments and electronic forms.	31%	28%	●

<b>VET teachers and trainers (229)</b>				
Q2	Have you ever delivered units that use e-learning?	71%	65%	↓
Q3	In the last 12 months did you deliver any VET units that used ...			
a	... online access to and downloading of learning materials and resources.	70%	67%	●
e	... online access to and participation in course activities.	52%	52%	●
b	... use of multimedia interactive learning resources in the classroom.	60%	52%	↓
d	... use of Flexible Learning Toolboxes.	36%	37%	●
l	... use of web 2.0 technologies for learning.	25%	21%	●
j	... electronic submission of work.	67%	68%	●
k	... online assessment activities.	43%	47%	●
Q5	I have ...			
a	... accessed materials in national VET learning object repositories.	44%	45%	●
b	... contributed materials to national VET learning object repositories.	6%	9%	●
Q9	Students want – a lot – of e-learning in their course.	19%	15%	●
	Students want – at least a little – e-learning in their course.	96%	97%	●
Q6a	I have access to ... computers and the Internet for teaching.	74%	69%	●
Q6c	I have access to ... e-learning resources.	60%	59%	●
Q6d	I have access to ... professional development to support e-learning.	63%	65%	●
Q8	The use of e-learning has ...			
c	... improved my teaching practices.	62%	65%	●
e	... increased my students' access to learning resources.	75%	76%	●
h	... improved learning outcomes for my students.	54%	53%	●

● Within +/- 5% of benchmark.   
 ↑ 6-10% above benchmark.   
 ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.   
 ↓↓ More than 10% below benchmark.

## Appendix 3d: Education and Workplace Learning

The responses to the 2008 E-learning Benchmarking surveys from VET students and VET teachers and trainers undertaking or delivering courses related to Education and Workplace Learning are summarised below.

<b>VET students (210)</b>				
Q1	I have had – a lot – of e-learning in my course.	38%	42%	●
	I have had – at least a little – e-learning in my course.	91%	98%	↑
Q10	I would like – a lot – of e-learning in my course.	33%	37%	●
	I would like – at least a little – e-learning in my course.	94%	98%	●
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	90%	●
e	... online access to and participation in course activities.	68%	74%	↑
b	... use of multimedia interactive learning resources in the classroom.	61%	66%	●
d	... use of Flexible Learning Toolboxes.	53%	54%	●
l	... use of web 2.0 technologies for learning.	36%	48%	↑↑
j	... electronic submission of work.	70%	66%	●
k	... online assessment activities.	63%	69%	↑
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	65%	●
c	... where I did my study.	72%	75%	●
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	75%	↑↑↑
d	... my ability to use computers and technology.	62%	76%	↑↑↑
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	73%	↑
Q9a	E-learning was a factor in my choice of course.	53%	54%	●
Q9b	E-learning was a factor in my choice of training provider.	48%	47%	●
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	79%	↑
Q11 a	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	55%	●
Q11 b	I used ... online enrolment.	34%	34%	●
Q11c	I used ... online payments and electronic forms.	31%	29%	●

<b>VET teachers and trainers (223)</b>				
Q2	Have you ever delivered units that use e-learning?	71%	78%	↑
Q3	In the last 12 months did you deliver any VET units that used ...			
a	... online access to and downloading of learning materials and resources.	70%	79%	↑
e	... online access to and participation in course activities.	52%	57%	●
b	... use of multimedia interactive learning resources in the classroom.	60%	67%	↑
d	... use of Flexible Learning Toolboxes.	36%	34%	●
l	... use of web 2.0 technologies for learning.	25%	36%	↑↑
j	... electronic submission of work.	67%	67%	●
k	... online assessment activities.	43%	40%	●
Q5	I have ...			
a	... accessed materials in national VET learning object repositories.	44%	39%	●
b	... contributed materials to national VET learning object repositories.	6%	6%	●
Q9	Students want – a lot – of e-learning in their course.	19%	23%	●
	Students want – at least a little – e-learning in their course.	96%	96%	●
Q6a	I have access to ... computers and the Internet for teaching.	74%	78%	●
Q6c	I have access to ... e-learning resources.	60%	69%	↑
Q6d	I have access to ... professional development to support e-learning.	63%	69%	↑

<b>VET teachers and trainers (223)</b>				
Q8	The use of e-learning has ...			
c	... improved my teaching practices.	62%	72%	↑
e	... increased my students' access to learning resources.	75%	81%	↑
h	... improved learning outcomes for my students.	54%	63%	↑

● Within +/- 5% of benchmark.  
 ↓ 6-10% below benchmark.  
 ↑ 6-10% above benchmark.  
 ↑↑ More than 10% above benchmark.

## Appendix 3e: Tourism and Hospitality

The responses to the 2008 E-learning Benchmarking surveys from VET students and VET teachers and trainers undertaking or delivering Tourism and Hospitality courses are summarised below.

<b>VET students (48)</b>				
Q1	I have had – a lot – of e-learning in my course.	38%	38%	●
	I have had – at least a little – e-learning in my course.	91%	94%	●
Q10	I would like – a lot – of e-learning in my course.	33%	38%	●
	I would like – at least a little – e-learning in my course.	94%	100%	↑
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	85%	●
e	... online access to and participation in course activities.	68%	53%	↓↓
b	... use of multimedia interactive learning resources in the classroom.	61%	74%	↑↑
d	... use of Flexible Learning Toolboxes.	53%	53%	●
l	... use of web 2.0 technologies for learning.	36%	30%	↓
j	... electronic submission of work.	70%	64%	↓
k	... online assessment activities.	63%	47%	↓↓
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	56%	↓
c	... where I did my study.	72%	72%	●
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	58%	●
d	... my ability to use computers and technology.	62%	66%	●
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	67%	●
Q9a	E-learning was a factor in my choice of course.	53%	44%	↓
Q9b	E-learning was a factor in my choice of training provider.	48%	41%	↓
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	72%	●
Q11 a	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	52%	●
Q11 b	I used ... online enrolment.	34%	34%	●
Q11c	I used ... online payments and electronic forms.	31%	32%	●

<b>VET teachers and trainers (109)</b>				
Q2	Have you ever delivered units that use e-learning?	71%	63%	↓
Q3	In the last 12 months did you deliver any VET units that used ...			
a	... online access to and downloading of learning materials and resources.	70%	66%	●
e	... online access to and participation in course activities.	52%	49%	●
b	... use of multimedia interactive learning resources in the classroom.	60%	58%	●
d	... use of Flexible Learning Toolboxes.	36%	33%	●
l	... use of web 2.0 technologies for learning.	25%	21%	●
j	... electronic submission of work.	67%	68%	●
k	... online assessment activities.	43%	36%	↓
Q5	I have ...			
a	... accessed materials in national VET learning object repositories.	44%	45%	●
b	... contributed materials to national VET learning object repositories.	6%	6%	●
Q9	Students want – a lot – of e-learning in their course.	19%	17%	●
	Students want – at least a little – e-learning in their course.	96%	97%	●
Q6a	I have access to ... computers and the Internet for teaching.	74%	68%	↓
Q6c	I have access to ... e-learning resources.	60%	50%	↓
Q6d	I have access to ... professional development to support e-learning.	63%	52%	↓↓

VET teachers and trainers (109)				
Q8	The use of e-learning has ...			
c	... improved my teaching practices.	62%	59%	●
e	... increased my students' access to learning resources.	75%	69%	↓
h	... improved learning outcomes for my students.	54%	45%	↓

Within +/- 5% of benchmark.
  6-10% above benchmark.
  More than 10% above benchmark.
  6-10% below benchmark.
  More than 10% below benchmark.

## Appendix 3f: Building and Construction/ Construction and Property Services

The responses to the 2008 E-learning Benchmarking surveys from RTOs delivering Construction and Property Services training, and those VET students and VET teachers and trainers undertaking or delivering courses related to Building and Construction Services, are summarised below.

RTOs (82)				
Q1b	% of VET unit enrolments that involved e-learning.	36%	29%	↓
Q2	Units delivered through ...			
a	... use of multimedia interactive learning resources in the classroom.	46%	38%	↓
b	... remote use of multimedia interactive learning resources.	42%	31%	↓↓
c	... use of Flexible Learning Toolboxes.	28%	24%	●
d	... use of mobile, voice and/or web 2.0 technologies.	24%	11%	↓↓
Q5	RTO has teachers/trainers who have ...			
a	... accessed materials in national VET learning object repositories.	48%	41%	↓
b	... contributed materials to national VET learning object repositories.	7%	6%	●
Q4	RTO has ... e-learning strategy.	46%	40%	↓
Q3	RTO offers ...			
a	... online publication of general course information and relevant policies, regulations and strategies.	62%	53%	↓
b	... online enrolment.	31%	28%	●
c	... online payments and electronic forms.	28%	29%	●

VET students (36)				
Q1	I have had – a lot – of e-learning in my course.	38%	17%	↓↓
	I have had – at least a little – e-learning in my course.	91%	92%	●
Q10	I would like – a lot – of e-learning in my course.	33%	36%	●
	I would like – at least a little – e-learning in my course.	94%	94%	●
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	80%	●
e	... online access to and participation in course activities.	68%	69%	●
b	... use of multimedia interactive learning resources in the classroom.	61%	69%	↑
d	... use of Flexible Learning Toolboxes.	53%	44%	↓
l	... use of web 2.0 technologies for learning.	36%	35%	●
j	... electronic submission of work.	70%	63%	↓
k	... online assessment activities.	63%	46%	↓↓
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	52%	↓↓
c	... where I did my study.	72%	33%	↓↓
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	53%	↓
d	... my ability to use computers and technology.	62%	53%	↓
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	56%	↓
Q9a	E-learning was a factor in my choice of course.	53%	47%	↓
Q9b	E-learning was a factor in my choice of training provider.	48%	42%	↓
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	53%	↓↓
Q11	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	48%	↓
a				
Q11	I used ... online enrolment.	34%	50%	↑↑
b				
Q11c	I used ... online payments and electronic forms.	31%	34%	●

<b>VET teachers and trainers (73)</b>				
Q2	Have you ever delivered units that use e-learning?	71%	56%	↓↓
Q3	In the last 12 months did you deliver any VET units that used ...			
a	... online access to and downloading of learning materials and resources.	70%	56%	↓↓
e	... online access to and participation in course activities.	52%	38%	↓↓
b	... use of multimedia interactive learning resources in the classroom.	60%	48%	↓↓
d	... use of Flexible Learning Toolboxes.	36%	33%	●
l	... use of web 2.0 technologies for learning.	25%	18%	↓
j	... electronic submission of work.	67%	49%	↓↓
k	... online assessment activities.	43%	39%	●
Q5	I have ...			
a	... accessed materials in national VET learning object repositories.	44%	57%	↑↑
b	... contributed materials to national VET learning object repositories.	6%	12%	↑
Q9	Students want – a lot – of e-learning in their course.	19%	19%	●
	Students want – at least a little – e-learning in their course.	96%	94%	●
Q6a	I have access to ... computers and the Internet for teaching.	74%	65%	↓
Q6c	I have access to ... e-learning resources.	60%	42%	↓↓
Q6d	I have access to ... professional development to support e-learning.	63%	57%	↓
Q8	The use of e-learning has ...			
c	... improved my teaching practices.	62%	50%	↓↓
e	... increased my students' access to learning resources.	75%	63%	↓↓
h	... improved learning outcomes for my students.	54%	55%	●

● Within +/- 5% of benchmark.   
 ↑ 6-10% above benchmark.   
 ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.   
 ↓↓ More than 10% below benchmark.

## Appendix 3g: Services/Wholesale, Retail and Personal Services

The responses to the 2008 E-learning Benchmarking surveys from RTOs delivering Services training, and those VET students undertaking or delivering courses related to Wholesale, Retail and Personal Services, are summarised below.

RTOs (150)				
Q1b	% of VET unit enrolments that involved e-learning.	36%	18%	↓↓
Q2	Units delivered through ...			
a	... use of multimedia interactive learning resources in the classroom.	46%	46%	●
b	... remote use of multimedia interactive learning resources.	42%	43%	●
c	... use of Flexible Learning Toolboxes.	28%	34%	↑
d	... use of mobile, voice and/or web 2.0 technologies.	24%	14%	↓
Q5	RTO has teachers/trainers who have ...			
a	... accessed materials in national VET learning object repositories.	48%	52%	●
b	... contributed materials to national VET learning object repositories.	7%	12%	●
Q4	RTO has ... e-learning strategy.	46%	47%	●
Q3	RTO offers ...			
a	... online publication of general course information and relevant policies, regulations and strategies.	62%	59%	●
b	... online enrolment.	31%	31%	●
c	... online payments and electronic forms.	28%	28%	●

VET students (94)				
Q1	I have had – a lot – of e-learning in my course.	38%	31%	↓
	I have had – at least a little – e-learning in my course.	91%	88%	●
Q10	I would like – a lot – of e-learning in my course.	33%	22%	↓↓
	I would like – at least a little – e-learning in my course.	94%	96%	●
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	83%	●
e	... online access to and participation in course activities.	68%	70%	●
b	... use of multimedia interactive learning resources in the classroom.	61%	62%	●
d	... use of Flexible Learning Toolboxes.	53%	60%	↑
l	... use of web 2.0 technologies for learning.	36%	28%	↓
j	... electronic submission of work.	70%	57%	↓↓
k	... online assessment activities.	63%	60%	●
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	65%	●
c	... where I did my study.	72%	76%	●
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	47%	↓↓
d	... my ability to use computers and technology.	62%	46%	↓↓
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	51%	↓↓
Q9a	E-learning was a factor in my choice of course.	53%	33%	↓↓
Q9b	E-learning was a factor in my choice of training provider.	48%	32%	↓↓
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	65%	●
Q11 a	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	44%	↓↓
Q11 b	I used ... online enrolment.	34%	30%	●
Q11c	I used ... online payments and electronic forms.	31%	33%	●

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.

↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## Appendix 3h: Automotive, Metals and Engineering

The responses to the 2008 E-learning Benchmarking surveys from RTOs delivering Manufacturing training, and those VET students and VET teachers and trainers undertaking or delivering courses related to Automotive, Metals and Engineering, are summarised below.

RTOs (57)				
Q1b	% of VET unit enrolments that involved e-learning.	36%	4%	↓↓↓
Q2	Units delivered through ...			
a	... use of multimedia interactive learning resources in the classroom.	46%	40%	↓
b	... remote use of multimedia interactive learning resources.	42%	29%	↓↓↓
c	... use of Flexible Learning Toolboxes.	28%	22%	↓
d	... use of mobile, voice and/or web 2.0 technologies.	24%	4%	↓↓↓
Q5	RTO has teachers/trainers who have ...			
a	... accessed materials in national VET learning object repositories.	48%	46%	●
b	... contributed materials to national VET learning object repositories.	7%	11%	●
Q4	RTO has ... e-learning strategy.	46%	41%	●
Q3	RTO offers ...			
a	... online publication of general course information and relevant policies, regulations and strategies.	62%	40%	↓↓↓
b	... online enrolment.	31%	19%	↓↓↓
c	... online payments and electronic forms.	28%	16%	↓↓↓

VET students (47)				
Q1	I have had – a lot – of e-learning in my course.	38%	28%	↓
	I have had – at least a little – e-learning in my course.	91%	89%	●
Q10	I would like – a lot – of e-learning in my course.	33%	20%	↓↓↓
	I would like – at least a little – e-learning in my course.	94%	98%	●
Q3	Did your course use ...			
a	... online access to and downloading of learning materials and resources.	85%	78%	↓
e	... online access to and participation in course activities.	68%	66%	●
b	... use of multimedia interactive learning resources in the classroom.	61%	82%	↑↑↑
d	... use of Flexible Learning Toolboxes.	53%	61%	↑
l	... use of web 2.0 technologies for learning.	36%	39%	●
j	... electronic submission of work.	70%	58%	↓↓↓
k	... online assessment activities.	63%	63%	●
Q6	The e-learning components of my course enabled me to choose...			
b	... when I did my study.	66%	39%	↓↓↓
c	... where I did my study.	72%	47%	↓↓↓
Q4	The e-learning in my course has increased ...			
b	... my confidence in using computers and technology.	62%	65%	●
d	... my ability to use computers and technology.	62%	58%	●
Q5b	I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job.	65%	59%	↓
Q9a	E-learning was a factor in my choice of course.	53%	45%	↓
Q9b	E-learning was a factor in my choice of training provider.	48%	47%	●
Q6g	I would recommend e-learning to my friends or work colleagues.	70%	65%	●
Q11 a	I used ... online publication of general course information and relevant policies, regulations and strategies.	56%	40%	↓↓↓
Q11 b	I used ... online enrolment.	34%	25%	↓
Q11c	I used ... online payments and electronic forms.	31%	28%	●

<b>VET teachers and trainers (58)</b>				
Q2	Have you ever delivered units that use e-learning?	71%	63%	↓
Q3	In the last 12 months did you deliver any VET units that used ...			
a	... online access to and downloading of learning materials and resources.	70%	56%	↓↓
e	... online access to and participation in course activities.	52%	28%	↓↓
b	... use of multimedia interactive learning resources in the classroom.	60%	66%	↑
d	... use of Flexible Learning Toolboxes.	36%	26%	↓
l	... use of web 2.0 technologies for learning.	25%	7%	↓↓
j	... electronic submission of work.	67%	46%	↓↓
k	... online assessment activities.	43%	35%	↓
Q5	I have ...			
a	... accessed materials in national VET learning object repositories.	44%	36%	↓
b	... contributed materials to national VET learning object repositories.	6%	2%	●
Q9	Students want – a lot – of e-learning in their course.	19%	23%	●
	Students want – at least a little – e-learning in their course.	96%	93%	●
Q6a	I have access to ... computers and the Internet for teaching.	74%	51%	↓↓
Q6c	I have access to ... e-learning resources.	60%	35%	↓↓
Q6d	I have access to ... professional development to support e-learning.	63%	52%	↓↓
Q8	The use of e-learning has ...			
c	... improved my teaching practices.	62%	46%	↓↓
e	... increased my students' access to learning resources.	75%	60%	↓↓
h	... improved learning outcomes for my students.	54%	55%	●

● Within +/- 5% of benchmark.    ↑ 6-10% above benchmark.    ↑↑ More than 10% above benchmark.  
 ↓ 6-10% below benchmark.    ↓↓ More than 10% below benchmark.

## For more information

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