

Australian *Flexible Learning* Framework

Supporting Flexible Learning Opportunities

National Audit of Flexible Learning Toolboxes

September 2004



Australian *Flexible Learning* Framework

Supporting Flexible Learning Opportunities

National Audit of Flexible Learning Toolboxes

September 2004



© Australian National Training Authority 2004

This work has been produced with the assistance of funding provided by the Commonwealth Government through the Australian National Training Authority. Copyright for this document vests in ANTA. ANTA will allow free use of the material so long as ANTA's interest is acknowledged and the use is not for profit.

Inquiries should be directed to:
Australian National Training Authority
(Melbourne Office)
5/321 Exhibition Street
Melbourne VIC 3000
GPO Box 5347BB
Melbourne VIC 3001
Tel: 61 3 9630 9800
Fax: 61 3 9630 9888

IMPORTANT DISCLAIMER. No person should rely on the contents of this publication without first obtaining advice from a qualified professional person. This publication is distributed on the terms and understanding that (1) the authors, consultants and editors are not responsible for the results of any actions taken on the basis of information in this publication, nor for any error in or omission from this publication; and (2) the publisher is not engaged in rendering legal, accounting, professional or other advice or services. The publisher, and the authors, consultants and editors, expressly disclaim all and any liability and responsibility to any person, whether a purchaser or reader of this publication or not, in respect of anything, and of the consequences of anything, done or omitted to be done by any such person in reliance, whether wholly or partially, upon the whole or any part of the contents of this publication. Without limiting the generality of the above, no author, consultant or editor shall have any responsibility for any act or omission of any other author, consultant or editor.

Table of Contents

| | |
|---|-----|
| Table of Contents | i |
| List of Tables | ii |
| List of Figures | iii |
| Acknowledgements | iv |
| National Audit of Flexible Learning Toolboxes 2004..... | v |
| Executive Summary..... | v |
| 1. Introduction | 1 |
| Background..... | 1 |
| Method..... | 3 |
| 2. Toolbox usage..... | 5 |
| TAFE Institutes..... | 5 |
| Wider VET sector | 16 |
| 3. Toolbox impact on e-learning..... | 23 |
| Satisfaction with Toolboxes..... | 23 |
| Impact of Toolbox development..... | 25 |
| Value for money | 27 |
| 4. Conclusions | 30 |
| References | 33 |
| Appendices | 34 |
| Appendix A – Data collection methods..... | 34 |
| Online survey - questionnaire | 34 |
| Survey-questionnaire content | 34 |
| Email cover letter..... | 34 |
| Anonymity and confidentiality | 35 |
| Technical support..... | 35 |
| Sampling methods – Email distribution lists | 35 |
| Response rates..... | 37 |
| Follow up work..... | 37 |
| Limitations of the research approach..... | 38 |
| Appendix B Design and development of the survey or questionnaire..... | 39 |
| Appendix C Email cover letter | 46 |
| Appendix D Spreadsheets and tables to support the discussion..... | 48 |
| Appendix E List of Toolbox Titles accompanied by Training Package areas, competencies and qualifications..... | 61 |
| Appendix F TAFE Institutes that have been involved in Toolbox development for either Series 3, 4, 5 and/or 6. | 74 |

List of Tables

| | | |
|----------|--|----|
| Table 1 | Uptake of Toolboxes by TAFE Institutes across Training Package industry sectors in 2003 and intended for 20004. | 12 |
| Table 2 | Uptake of Toolboxes by private RTOs across Training Package industry sectors in 2003 and intended for 2004. | 19 |
| Table 3 | Uptake of Toolboxes by Secondary Schools across Training Package industry sectors in 2003 and intended for 2004. | 21 |
| Table 4 | The number of TAFE Institutes that have been involved in Toolbox development (Series 3-6) | 27 |
| Table 5 | Total funds allocated through public tender per state/territory for Toolbox development for the years 2000-2003..... | 28 |
| Table 6 | Proportion of total annual funds received per state and territory for Toolbox development for the years 2000-2003..... | 28 |
| Table 7 | Use of Toolbox by Provider Type. | 48 |
| Table 8 | Aggregate number of teachers/trainers using Toolboxes in 2003/2004 for course delivery | 48 |
| Table 9 | Aggregate number of learners enrolled in courses where Toolboxes have been used in 2003 and will be used in 2004 by provider type..... | 48 |
| Table 10 | TAFE teacher and learner usage of Toolboxes in 2003 and will be used in 2004 by state or territory | 49 |
| Table 11 | Learner usage of Toolboxes in 2003 and will be used in 2004 by provider type and state or territory | 49 |
| Table 12 | Mode of delivery of Toolboxes by provider type | 50 |
| Table 13 | Mode of use of Toolboxes by provider type..... | 50 |
| Table 14 | Impact on learning: Provider type (frequency)..... | 51 |
| Table 15 | Impact on learning: Provider type (percentage)..... | 51 |
| Table 16 | Uptake of e-learning: Provider type (frequency) | 53 |
| Table 17 | Uptake of e-learning: Provider type (percentage)..... | 53 |
| Table 18 | Recommending Toolboxes: Provider type (frequency) | 54 |
| Table 19 | Recommending Toolboxes: Provider type (percentage)..... | 54 |
| Table 20 | Impact on learning: All survey responses (frequency) | 56 |
| Table 21 | Impact on learning: All survey responses (percentage)..... | 56 |
| Table 22 | Uptake of e-learning: All survey responses (frequency) | 57 |
| Table 23 | Uptake of e-learning: All survey responses (percentage)..... | 57 |
| Table 24 | Recommend Toolboxes: All survey responses (frequency) | 58 |
| Table 25 | Recommend Toolboxes: All survey responses (percentage)..... | 58 |

List of Figures

| | | |
|-----------|---|----|
| Figure 1 | Proportion of Australian TAFE Institutes that have used Toolboxes for course delivery in 2003 AND will do so in 2004..... | 6 |
| Figure 2 | Aggregate number of TAFE teachers who have used Toolboxes in 2003 and will use Toolboxes in 2004 for course delivery | 8 |
| Figure 3 | Aggregate number of TAFE students enrolled in courses where Toolboxes were used in 2003 and will be used in 2004 | 9 |
| Figure 4 | Aggregate number of TAFE teachers who have used Toolboxes (2003) and will use Toolboxes (2004) for course delivery per state/territory..... | 10 |
| Figure 5 | Aggregate number of TAFE learners enrolled in courses where Toolboxes have been used (2003) and will be used (2004 per state and territory..... | 11 |
| Figure 6 | Toolbox delivery modes (TAFE Institutes) | 13 |
| Figure 7 | Modes of Toolbox usage (TAFE Institutes) | 15 |
| Figure 8 | The proportion of private RTO respondents who have used Toolboxes in 2003 for course delivery AND will do so in 2004..... | 17 |
| Figure 9 | Aggregate number of private RTO practitioners who have used Toolboxes in 2003 and will use Toolboxes in 2004 for course delivery. | 17 |
| Figure 10 | Aggregate number of private RTO learners who enrolled in courses where Toolboxes were used in 2003 and will be used in 2004 | 18 |
| Figure 11 | Toolbox delivery modes (private RTO Organisations)..... | 19 |
| Figure 12 | Modes of Toolbox usage (private RTO organisations)..... | 20 |
| Figure 13 | “Toolboxes have a positive impact on learning”, by provider type [%]..... | 52 |
| Figure 14 | Toolboxes contribute to the uptake of e-learning at this organisation”, by provider type [%] | 53 |
| Figure 15 | “I would recommend Toolbox resources to other teachers/trainers”, by provider type [%] | 55 |
| Figure 16 | “Toolboxes have a positive impact on learning”, all survey responses [%] .. | 56 |
| Figure 17 | “Toolboxes contribute to the uptake of e-learning at this organisation”, all survey responses [%] | 57 |
| Figure 18 | “I would recommend Toolbox resources to other teachers/trainers”, all survey responses [%] | 58 |

Acknowledgements

The National Audit of Flexible Learning Toolboxes was funded through the Quality E-Learning Resources Project under the Australian Flexible Learning Framework. An external consultant, Susan K. Foster, was engaged to; advise on the data collection, conduct data analysis and write up the report.

Project team:

External consultant: Sue Foster
Project Manager: Lisa Wait
Research officer: Nicole Reichelt
Project support: Michael Green
Helen Zambesi
Contributors: Vivienne Blanksby
Graeme Brownfield

The Flexible Learning Toolbox Project Management Team would like to sincerely thank all VET providers who took the time to participate in the National Toolbox Survey 2004 and gave such valuable responses.

National Audit of Flexible Learning Toolboxes 2004

Executive Summary

Background

The contemporary context for vocational education and training is of globalisation, technological change and the convergence of information and communications technologies. These factors drive the current interest in developing greater innovation in education and training through greater flexibility in products and services.

The Australian Flexible Learning Framework is a major collaboration of states and territories with the Australian National Training Authority and the Australian government. The Framework is directed to address the challenges of applying new technologies in vocational education and training products and services. It is a strategy to 'increase the take-up of flexible learning and e-learning among training providers and industry and enterprises to achieve a skilled workforce'¹.

National Flexible Learning Toolboxes are one of the key strategies of the Australian Flexible Learning Framework. They contribute to the development of world class online content development and services. Toolboxes are a set of resources to support national Training Packages. They use multimedia and communications technologies to engage learners according to the principles of problem-based and scenario learning approaches. At the time of this audit there were 76 Toolboxes. A further set of Toolboxes (Series 6 and 7) are due at the end of 2004 in the areas of Health, Drilling, Corrections, Sport and Recreation, Transport and Environmental Sustainability.

This paper describes the findings of an audit of the take-up of Training Package products. The audit surveyed public and private providers on their utilisation of Toolboxes in 2003, modes of delivery, satisfaction with the Toolboxes that they had used and their intentions for using these Toolboxes for 2004. The picture of Toolbox use in 2003, particularly for TAFE Institutes, is positive and encouraging.

Toolbox take-up

Over three quarters (79%) of Australian TAFE Institutes have taken-up Toolboxes in 2003. This use is accompanied by predicted growth of 57% in teachers using Toolboxes for course delivery and predicted growth of 39% in the numbers of learners engaged in programs that involve Toolboxes in 2004.

While response rates from private RTOs and secondary schools were too low to generalise, those providers that did respond suggested that there would be a corresponding growth in uptake of Toolboxes in these sectors.

The actual quantum of students is still relatively modest when compared to the overall numbers of students in the VET system. However, the rate of growth together with the extent of Institute take-up suggests that the system is developing a critical mass of use of Toolboxes, which will sustain future uptake and expand the penetration of these resources into the VET system. Furthermore, close to three quarters (71%) of

¹ Australian Flexible Learning Framework (2004) *Summary: Phase 2 Evaluation of the Australian Flexible Learning Framework*. Brisbane: ANTA, page 1

responses from VET providers agreed, or strongly agreed, that they would recommend Toolbox resources to other teachers and trainers. This finding suggests that the continued growth in take-up of Toolboxes is likely to be ongoing.

Use of Toolboxes extends across a range of industry sectors encompassing a varied set of Training Packages. Distribution of Toolboxes was generally through an original or copied CD-Rom. Delivery was most often through an Institute's Learning Management System (LMS) or a state-wide LMS. That so many Institutes access formal systems for the use of Toolboxes, suggests that uptake has moved beyond the experimental or review stage into mainstream provision.

Broad application of Toolboxes

The integration of Toolboxes into learning programs is evident from the audit data which shows that a range of delivery modes are used for Toolboxes. The highest application of Toolboxes in TAFE Institutes and private RTOs was in 'mixed mode' delivery. Toolboxes were also used frequently as an optional or supplementary classroom resource, for off campus delivery, class room presentations and self-directed learning.

The implementation of Toolboxes across a wide range of delivery modes shows the flexibility of these resources for the full range of teaching and learning applications and contexts. Teachers mix and match Toolbox use to their local student needs and contextual demands.

This audit demonstrates that these resources expand the range of quality learning options for students and provide greater flexibility in program delivery.

Developing understanding of e-learning

Toolboxes also build system capacity for e-learning products and services to strategically position the Australian VET system in a dynamic and competitive field of education and training. While the extent of take up and the range of applications are significant. The influence of toolboxes in developing system capacity for e-learning may be an even greater indicator of value.

The audit suggests that Toolboxes contribute to learning about e-learning; they develop product loyalty such that providers become advocates for their use; they influence the take-up and development of expertise in e-learning in the system that extends beyond product developers to the system as a whole. The audit found for example that,

- well over three quarters (81%) of responses from TAFE Institutes agreed, or strongly agreed, that the availability of Toolboxes contributes to the take-up of e-learning within their organisation.

The strong focus on 'best practice' teaching and learning principles in the Toolbox guidelines for developers and teachers is contributing to a culture of quality in developing and implementing e-learning products and services among training providers.

Expanding system capacity

There is a national collective benefit to the development of a shared pool of e-learning products and services for local customisation and use by RTOs. In addition the Toolbox initiative is developing system capacity in e-learning product development that is distributed across the country. Further distribution of development expertise and networks is warranted in Toolbox future initiatives.

Findings and recommendations

Finding 1:

- There are a number of contextual factors that support the take-up of Toolboxes. These include institutional support to teachers to work collaboratively to examine, customise and use Toolboxes and the development of local expertise and advocacy for the benefits of Toolboxes. The ready customisation of Toolboxes is a critical feature of their take-up and their potential to impact on system capacity. This comes from familiarity and experience in their use and development.

Recommendations:

- 1.1 That Institutes be encouraged to apply their Learnscope grants to funding a set of Institute based activities focussed on customising Toolboxes to local contexts.
- 1.2 That these projects also aim to develop local advocates for Toolboxes or champions, that are institutionally and team based.
- 1.3 That the Toolbox Management Team continues to research the design of Toolboxes to maximise their flexibility, interoperability and customisability.

Finding 2:

- The numbers of teachers involved in programs using Toolboxes are particularly high in Victoria, Western Australia and Queensland. The availability of Toolboxes through Statewide platforms, TAFE Virtual Campus (TAFE VC) in Victoria and WestOne WebCT in Western Australia, contribute to the take-up of e-learning options particularly for TAFE Institutes.

Recommendation:

- 2.0 That strategic planning measures, consider the contribution of the availability of Statewide platforms in the take up of e-learning options.

Finding 3:

- Responses from the wider VET sector (private RTOs and secondary schools) indicated an increase in Toolbox take-up.

Recommendation:

3.0 That support for the take-up of Toolboxes by private RTOs and secondary schools to be investigated. This work should consider the findings of the enterprise delivery trials when they are available.

Finding 4:

- It may seem obvious, but nevertheless it should be remembered that providers take-up Toolboxes that are available in the areas in which they deliver training.

Recommendation:

4.0 That the coverage of Toolboxes be extended to new areas.

Finding 5:

- Providers with product development expertise are connected to users of Toolboxes and to other product developers.

Recommendation:

5.0 Strengthen the linkages and networking between current developers and providers in those states/territories that have less engagement in the Toolbox development process.

Finding 6:

- Toolboxes are more than e-learning products. They are about building system capacity and the longer-term strategic capacity of the system to contribute to further e-learning development and to embed effective teaching and learning in a quality e-learning system.

Recommendation:

6.0 That Toolbox development continues as a strategy to enable and support the sustainable take-up of e-learning.

1. Introduction

This paper is a report of providers' use of national Flexible Learning Toolboxes in 2003 and providers' intentions for 2004. It outlines the story of Toolboxes in terms of their usage, uptake, impact on flexible learning in general and the distinct benefits of Toolbox development for Australia's providers of vocational education and training (VET).

The purpose of the report is to identify:

- the extent of Toolbox use across Australia;
- the range of usage modes and the delivery conditions of these Toolboxes;
- the attitudes of providers to Toolboxes as training resources; and
- the impact that national funding of Toolbox development has had on the take-up and sustainability of e-learning in the VET sector.

The report examines Toolbox use in 2003 by public and private providers of VET and what they intended to implement in 2004. It is a work in progress as the 2004 information is about which Toolboxes providers expected to use in 2004 rather than what they actually used.

The report provides a basis for improved understanding of the extent to which Toolboxes have filtered into the VET system and a foundation for further policy development in e-learning.

Background

The influence of increased globalisation and associated concepts of a networked knowledge economy, technological change and the convergence of information and communication technologies on social and economic policy are well documented in contemporary literature on education and training policy. These changes impact on the nature of work and skill needs of the workforce such that new knowledge and forms of delivery are required.

Today's learners require innovative approaches that provide greater flexibility for a time poor workforce, build requisite skills to enable access and participation in a technologically complex society and meet their expectations formed through their life experience in using new technologies for greater productivity and leisure.

Industry, enterprises and government are also concerned to maximise the benefits of e-learning for greater productivity through skills development, maintaining currency with technological change and greater efficiency in the use of resources in delivery of training.

The increased interest in innovation in education and training through flexible delivery, particularly utilising electronic technologies, is both a product of these changes and a policy instrument to strategically position the VET system to build capacity to meet these challenges. As White puts it,

... we are not just in the business of providing improved infrastructure, products and service for the education and training sectors, important though that is. We are in the business of transforming learning through new

technologies, making learning both more individualised and more collaborative, promoting innovation and creativity and eliminating barriers of distance.²

The Australian Flexible Learning Framework is a five-year national collaborative program of States and Territories together with the Australian National Training Authority (ANTA) and the Australian Government. It is a strategy to ‘increase the take-up of flexible learning and e-learning among training providers and industry and enterprise to achieve a skilled Australian workforce’³. The vision of the Framework is that

By 2004, Australia will be recognised as the global leader in applying new technologies in vocational education and training products and services.⁴

The Framework has identified five goals to facilitate the smooth take-up of flexible learning in the VET system:

- ‘Creative capable people
- Supportive technological infrastructure
- World class online content development, applications and services
- Enabling policies
- Problem-solving regulation’⁵.

The Framework is a broad-based innovative program of strategic initiatives including professional development resources, innovative products and services, infrastructure (technological, enabling and regulatory) and innovative products. This report is concerned with the key initiative to support the third of the above goals via the national Toolboxes.

Toolboxes are a set of resources to support national training packages. They are intended to accelerate the take-up and understanding of flexible learning. Typically a Toolbox supports up to 400 nominal hours of training delivery, representing about 15 units of competency. They use multimedia and communication technologies to engage learners according to the principles of problem-based and scenario learning approaches. Eighty-seven Toolboxes were developed at the time of the survey. The latest Toolboxes are due at the end of 2004. They have progressed in their development from largely text online to highly interactive multimedia packages based on contemporary research into effective teaching and learning.

Toolboxes are available commercially and free via public platforms to a range of clients. They are available online and through CD-Rom, and have generous licensing provisions that allow for replication of materials for use within the VET sector without charge. They provide value for money. Accessibility is a key feature of the design of Toolboxes, intended to remove barriers to take-up.

² White, G (2004) *E-learning: Australia's achievements in education and training*. @education.au.limited. Page 1

³ Australian Flexible Learning Framework (2004) *Summary: Phase 2 Evaluation of the Australian Flexible Learning Framework*. Brisbane: ANTA, page 1

⁴ ibid

⁵ ibid

Toolboxes evaluated in 2002 and 2003. These evaluations have identified the contribution of Toolboxes to maturing multimedia development and educational development in the VET sector⁶. Following these evaluations it was decided that an audit of the take-up of Toolboxes was warranted 'to gather broader data about Toolbox penetration in VET so that the overall impact of the Toolbox initiative may be better quantified'⁷. The aim of the Toolbox audit is to,

identify the extent of Toolbox usage across the country, the modes and conditions of use, and the level of satisfaction of ... working with Toolboxes. The audit will investigate actual Toolbox usage in 2003 as its base year, and will seek predictions of 2004 usage from users [VET providers], for comparison.⁸

The following report presents the findings of this investigation. The picture of Toolbox use in 2003, particularly for TAFE Institutes, is positive and encouraging.

Method

The project was designed to collect information from public and private providers on their utilisation of Toolboxes in 2003, modes of delivery, satisfaction with the Toolboxes that they had used and their intentions for using Toolboxes in 2004.

The project was designed to primarily collect quantitative information, but provision was made for respondents to provide additional comments. Data was collected through an online survey circulated to all TAFE institutes and a sample of private registered training organizations (private RTOs), enterprise-based RTOs and secondary schools.

The sampling method used was non-probability convenience sampling. Organisations in these sectors were chosen from Toolbox purchaser data provided by the Australian Training Products (ATP) data. The ATP data is a list of Toolbox purchasers from 1999-2004 with a purchaser name and contact details. Organisations were selected on the basis of an available email address regardless of what year a Toolbox was purchased. Email addresses were updated using the National Training Information Service website and the Internet, where possible.

Fifty-nine out of sixty-seven TAFE Institutes responded to the survey (88%). This is an extremely strong response rate and enables the findings to be generalised to the TAFE sector.

Response rates for private RTOs at 21% (97 responses out of 466 emails sent) and secondary schools at 9% (19 responses out of 205 emails sent) did not provide a strong basis for interpretation and the results for these should be viewed as indicative only.

⁶ Eklund, J. and Kay, M. (2001) *Evaluation of the usage of National Flexible Learning Toolboxes (Series 2), Final Report*. Brisbane: ANTA.

Eklund, J. and Kay, M. (2003) *Evaluation and usage of National Flexible Learning Toolboxes (Series 3)*. Brisbane: ANTA.

⁷ Ibid, page 9.

⁸ Toolbox Management Group (2003) *Project brief: Audit of Toolbox Usage – 2004*. Unpublished paper of the Toolbox management Group.

These response rates were achieved after extensive telephone follow-up with TAFE Institute and two rounds of reminder emails to private RTOs and secondary schools sampled.

2. Toolbox usage

The Toolbox initiative is part of the Australian Flexible Learning Framework. It was intended to increase the take-up of flexible learning in the system. Previous evaluations of the Toolbox project suggested that initial uptake of Toolboxes was slow⁹. In some cases the expectations of some of these early adopters were not met by the early Toolboxes, which have affected their willingness to revisit Toolboxes.

The 2003 review¹⁰ reported evidence of an increase in Toolbox uptake, which was attributed to improved quality, the impact of professional development initiatives, such as Toolbox Champions, and greater understanding of practitioners of the nature and worth of Toolboxes as teaching and learning resources.

Recent reports from Toolbox Champions¹¹ identify accelerated interest in Toolboxes from practitioners in the form of greater demand for professional development activities, requests from teachers and trainers for support in adapting Toolboxes for their local needs, greater demand for incidental advice as well as increased sales.

The following provides information on Toolbox uptake in TAFE Institutes, private RTOs and secondary schools. At first glance one could assume that increased sales of Toolboxes would be sufficient evidence of increased take-up, but this may not be the case. Purchasing a resource does not mean that it is used. Sales figures are also limited in their capacity to describe the extent of use where that occurs. There are minimal constraints on the distribution of Toolboxes once purchased, so there is no way of knowing the extent to which Toolboxes have been copied across organizations.

This audit has surveyed providers to ascertain whether or not they have used Toolboxes in 2003, whether they intend to use them in 2004, which Toolboxes they intended to use and how they use them.

The following section describes the findings of this survey, firstly in regard to TAFE Institutes and secondly for private RTOs and secondary schools. The key finding is that there is growth in the use of Toolboxes that is expected to continue into 2004 if providers' stated intentions are realised.

Overall, Toolbox use is most extensive in the TAFE sector. Australian TAFE Institutes have adopted the Toolbox initiative and there is reason to believe that Toolbox usage will continue to increase in this sector in 2004 and beyond.

TAFE Institutes

We have focussed very heavily on Toolboxes in the past few months and have found it has enabled the cultural shift necessary for staff to begin to embrace e-learning – staff are able to see the multiple applications of Toolboxes and consider ways to include them into a learner responsive model. The Toolbox repository is an excellent short cut

⁹ Eklund, J., and Kay, M. (2001) *Evaluation of the Usage of National Flexible Learning Toolboxes (Series 2). Final Report*. Brisbane: ANTA.

¹⁰ Eklund, J., and Kay, M. (2003) *Evaluation of the Usage of National Flexible Learning Toolboxes (Series 3). Final Report*. Brisbane: ANTA.

¹¹ Unpublished reports from Toolbox Champions for end 2003 and mid-year report for 2004.

way to access Toolboxes and get teachers motivated to seek out more. [TAFE Institute respondent]

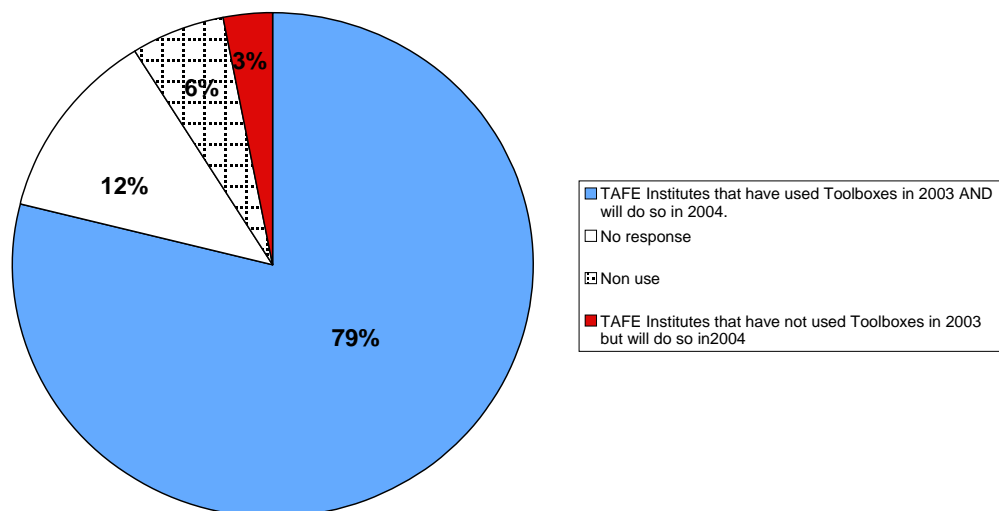
In examining take up of Toolboxes this analysis looked at:

- the extent to which TAFE Institutes have used and will use Toolboxes;
- the numbers of teachers and learners that are engaged in programs that use Toolboxes;
- how use of Toolboxes is distributed across Toolbox industry areas and which Toolboxes have the greatest take-up; and
- the impact that national funding of Toolbox development has had on the take-up and sustainability of e-learning in the VET sector.

The picture of use of Toolboxes is one of growth in the proportion of Institutes and the number of teachers and students that are estimated to have used Toolboxes in 2003 and are likely to use Toolboxes in 2004. The stated intentions of TAFE Institutes signal a high rate of repeat business as the majority of Institutes (79%) which had used Toolboxes in 2003 intended to continue to use Toolboxes in 2004.

Over three quarters (79%) of all TAFE Institutes in Australia used Toolboxes in 2003 (Figure 1). The evidence suggests that Toolboxes are becoming established educational resources within the TAFE sector.

Figure 1 Proportion of Australian TAFE Institutes that have used Toolboxes for course delivery in 2003 AND will do so in 2004



A small proportion (6%) of TAFE Institutes indicated that they did not use Toolboxes in 2003 and do not anticipate using them in 2004. Some of these Institutes are receptive to the notion of e-learning but are still evaluating their options. Take-up in this case is contingent on developing greater familiarity with the concept and resources before taking them on.

At this point I am examining online delivery options of which Toolboxes are an important delivery method. I need to liaise with our staff to ascertain their teaching requirements. However am most keen to learn more about Toolboxes. [TAFE respondent]

Other reasons for non-use suggested that staff technical 'know-how' is a major barrier to taking on Toolboxes. Other departments within Institutes were interested in Toolboxes when they were available in the particular areas of their program delivery.

Provider use is but part of the picture of take-up. The numbers of teachers that use Toolboxes is also a significant indicator of the penetration of Toolboxes into practitioner knowledge and the extent to which teachers and trainers have the opportunity to develop expertise in delivering through flexible modes. One of the major goals of the Australian Flexible Learning Framework is to develop more capability in the system by raising the core skills and familiarity of teachers and trainers with the use of technology in teaching and learning.

It appears that the body of teachers and trainers who are exposed to and use Toolboxes is a significant and growing group. An estimated¹² 646 teachers used Toolboxes in 2003. This number is predicted to grow to just over 1,000 in 2004, an increase of 57% in TAFE teachers using Toolboxes to support teaching and learning (Figure 2).

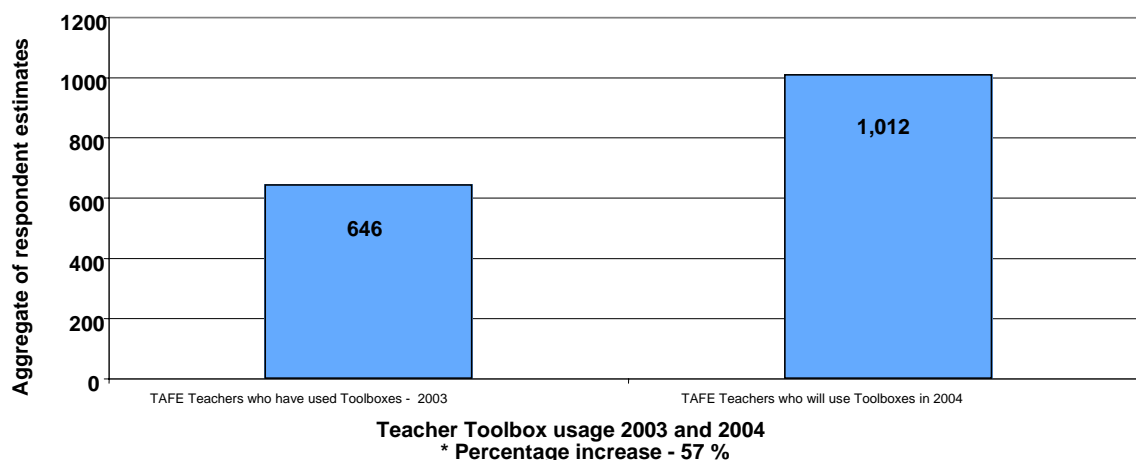
This suggests that Toolboxes are engaging with a wider professional audience. Engagement alone is not a guarantee of further use, but combined with the professional development supplied through the Toolbox Champions and LearnScope provision is made to enable the necessary support for teachers to learn new strategies and to utilise the features of Toolboxes more effectively.

Many teachers are concerned about going online or flexible, they worry about getting their resources online but if they are lucky enough to have a Toolbox in their area it removes a substantial barrier to taking that first step. I'm hoping that the Toolbox repository will also open up using resources across disciplines where appropriate. [Participant in the LearnScope 'Focus on the Framework' forum¹³]

¹² nb. These are conservative estimates. Figures have been calculated by taking the middle point of any number range given by survey respondents. Sometimes the response is on behalf of a component of an organization rather than for the whole organization. Phone contact made with TAFE Institutes revealed that respondents generally preferred to provide a minimum estimate rather than maximum approximation.

¹³ Taken from the 'Focus on the Framework' discussion, Australian Flexible Learning community website: <http://www.learnscope.flexiblelearning.net.au/learnscope/golearn.asp?category=15&DocumentId=4122&Accessory=Discuss>

Figure 2 Aggregate number of TAFE teachers who have used Toolboxes in 2003 and will use Toolboxes in 2004 for course delivery



The above figures are a conservative estimate, but are consistent with reports by Toolbox Champions of increased interest by practitioners in Toolbox professional development activities and in seeking support for customising Toolboxes¹⁴.

The capacity for teachers to customise the Toolbox resources is fundamental to their take-up for many.

Teachers are not keen to use someone else's materials. They love to reinvent the wheel. [TAFE Institute respondent]

Others have adopted a more strategic approach to using the materials while they are becoming familiar with them and to support take-up in their Institute.

Toolboxes are beginning to have an impact at ... Both teachers and students are more confident with using them as a core part of a learning and assessment strategy. Taking the focus off the customisation of the resource and framing the use of sections as a matter of choice has helped this development. [TAFE Institute respondent]

There is greater potential for change in teachers' practice and more sustained development of system capacity for e-learning.

Institute support, formal or informal, for teachers and trainers adopting this innovation is critical to changing people's attitudes to flexible learning and their successful take-up. In some cases this has involved developing networks of teachers within institutes who collaborate in examining, customising and using Toolboxes.

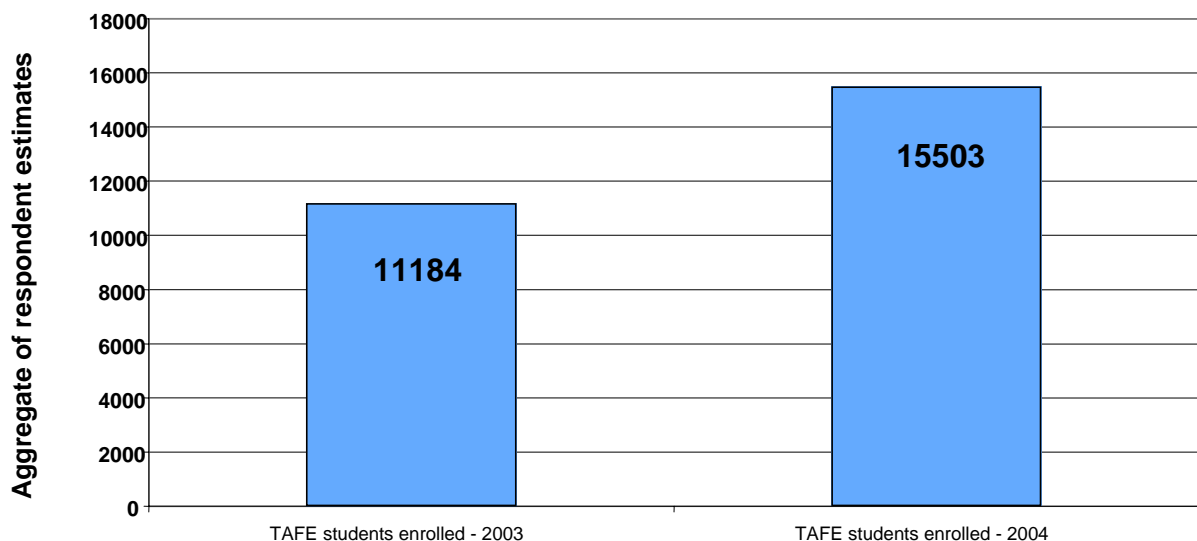
¹⁴ Unpublished reports of the Toolbox Champions for December 2003 and June 2004

Over time the culture issues and professional development issue are being addressed which is leading to the uptake of Toolboxes. As their use becomes more socially and culturally acceptable and in some cases expected by teaching staff the uptake of these resources will increase provided they are maintained and updated. [TAFE Institute respondent]

This growth is not confined to teachers. The corollary of increased teacher/trainer use of the materials is a corresponding increase in the numbers of students exposed to and benefiting from flexible approaches to teaching and learning.

An estimated 11,184 students enrolled in programs using Toolboxes in 2003. Based on Institutes' estimations of Toolbox use in 2004, this number is predicted to grow by 39% to 15,500 in 2004 (Figure 3).

Figure 3 Aggregate number of TAFE students enrolled in courses where Toolboxes were used in 2003 and will be used in 2004



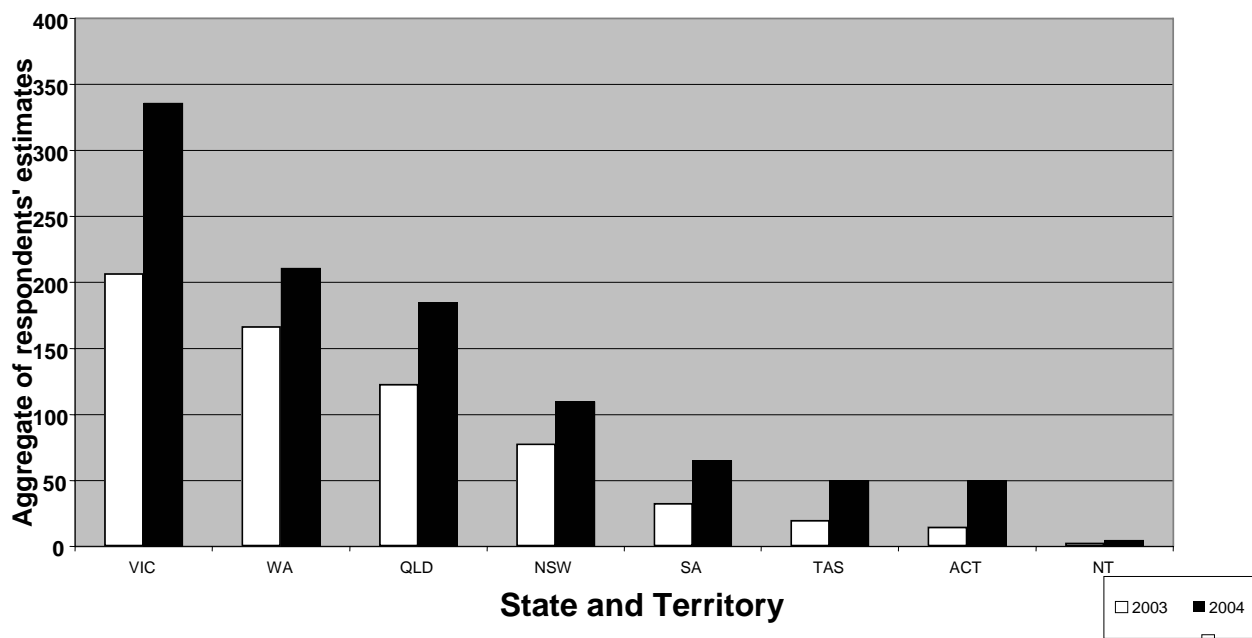
Student enrolments 2003 and 2004

*** Percentage increase - 39 %**

The level of growth in Toolbox use by teachers/trainers and learners is not insignificant. It signals that e-learning is becoming a central feature of Australian vocational education and training delivery. As Toolbox uptake increases Institutes are developing a critical mass of clients that will feed future demand for flexible learning. Over one half of estimates by TAFE Institutes indicated that over 200 students would enrol in courses where Toolboxes will be used in 2004.

The use of Toolboxes by teachers/trainers and learners is predicted to increase in 2004 across all states and territories (Figures 4 and 5).

Figure 4 Aggregate number of TAFE teachers who have used Toolboxes (2003) and will use Toolboxes (2004) for course delivery per state/territory



The numbers of teachers involved in programs using Toolboxes are particularly high in Victoria, Western Australia and Queensland, which each had over 100 teachers using Toolboxes for course delivery in 2003. Over 300 teachers in Victorian TAFE Institutes are likely to be using Toolboxes in 2004. The estimated number of students likely to enrol in 2004 in courses where Toolboxes will be used is over 5,500 in Victoria and close to 5,000 for Western Australia.

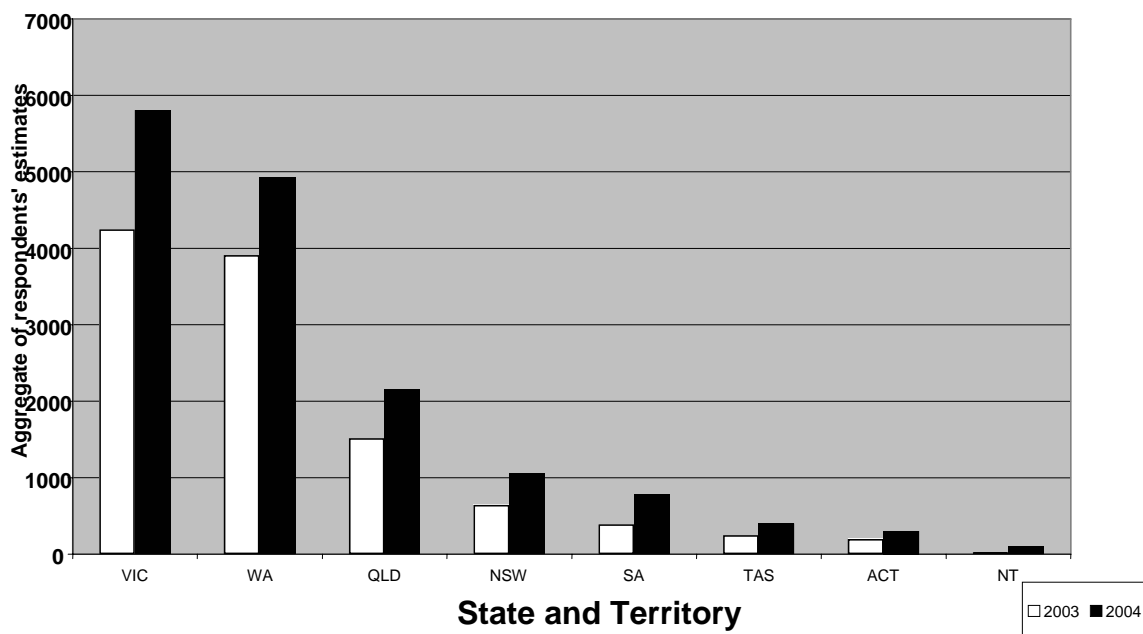
It is likely that the access to Toolboxes through Statewide platforms in these states – TAFE Virtual Campus (TAFE VC)¹⁵ in Victoria and WestOne WebCT¹⁶ in Western Australia has contributed to the strength of their take-up of e-learning options by TAFE Institutes.

The WestOne WebCT platform has been terrific for e-learning. [WA TAFE Institute respondent]

¹⁵ The TAFE Virtual Campus is a Victorian Government service for any resident of Victoria to access fully accredited TAFE programs through online enrolment via a Registered Training Organisation (RTO). It provides a learning management system for the delivery of e-learning. As at July 2004 there were 609 courses in the TAFE VC Courseware Catalogue.

¹⁶ WestOne Services is a unit of the Department of Education and Training in Western Australia. An integral part of the VET sector in WA. WestOne produces VET Learning materials and ebusiness tools as well as administering training delivery systems. Professional development has always been a strong part of WestOne service delivery through its Product into Practice delivery of initiatives such as Toolbox Champions. Initially established in 1999 as a service provider to the VET sector, WestOne now also produces K-12 curriculum resources for the Schools sector.

Figure 5 Aggregate number of TAFE learners enrolled in courses where Toolboxes have been used (2003) and will be used (2004) per state and territory



The patterns of TAFE Institutes use are not confined to narrow areas of delivery. TAFE Institutes use a variety of Toolboxes from a range of Toolbox industry sectors and encompassing a varied set of Training Packages (Table 1).

The major areas for use of Toolboxes by TAFE Institutes in 2003 reflected the availability of Toolboxes in particular areas. These were: Community services; Business services; Information technology; Hospitality; and Retail sectors.

These reflect the overall pattern of adoption across broad industry areas. The picture is only slightly altered when individual Toolboxes are considered. The most popular Toolboxes adopted in 2003 were: 201 Administration; 205 Alcohol and other drug work Cert II-Dip; 302 Children's services Cert III; and 410 Web design Cert IV (Appendix D).

Expanded use of Toolboxes to new industry sectors and Training Package areas is indicated for the high proportion of institutes (at least one in five) that intended to take-up Toolboxes in areas that were not implemented in 2003. Institute's predictions of their use of Toolboxes for 2004 signal growing interest in the use of Toolboxes in Conservation and land management, Equity Toolboxes and Horticulture where they hadn't been used in 2003.

The Toolboxes nominated for use in 2004, where they had not been implemented in 2003, included: 410 Web design Cert IV; 504 Small business management Cert IV; 506 Human resources, Diploma; 507 Conservation and land management Cert II; and 505 Administration Toolbox 2, Diploma.

TAFE Institutes were more likely to be using or intending to use Toolboxes in Conservation and land management and Equity areas than were other provider types. This may reflect the focus of TAFE Institutes on their community service obligations

and their position in thin markets in regional Victoria. The particular Toolboxes that account for this growth are 507 Conservation and land management Cert II; 424 Basic skills in the Cyber centre; 420 The World of Work Cert I; and Workplace trainer - literacy and numeracy.

Table 1 Uptake of Toolboxes by TAFE Institutes across Training Package industry sectors in 2003 and intended for 2004.

| Key sectors for Toolbox take-up in 2003 | Most popular Toolboxes in 2003 | New sectors emerging in 2004 |
|--|--|-------------------------------------|
| Community services | 201 Administration | Conservation and land management |
| Business services | 205 Alcohol & other drug work certificate II – Dip | Business services |
| Information technology | 302 Children’s services | Equity |
| Hospitality | 301 Youth Work Cert IV | Horticulture |
| Retail | 410 Web design | Hospitality |

The system is building a critical mass in Toolbox use and acceptance across a range of sectors and is an increasingly accepted component of mainstream delivery.

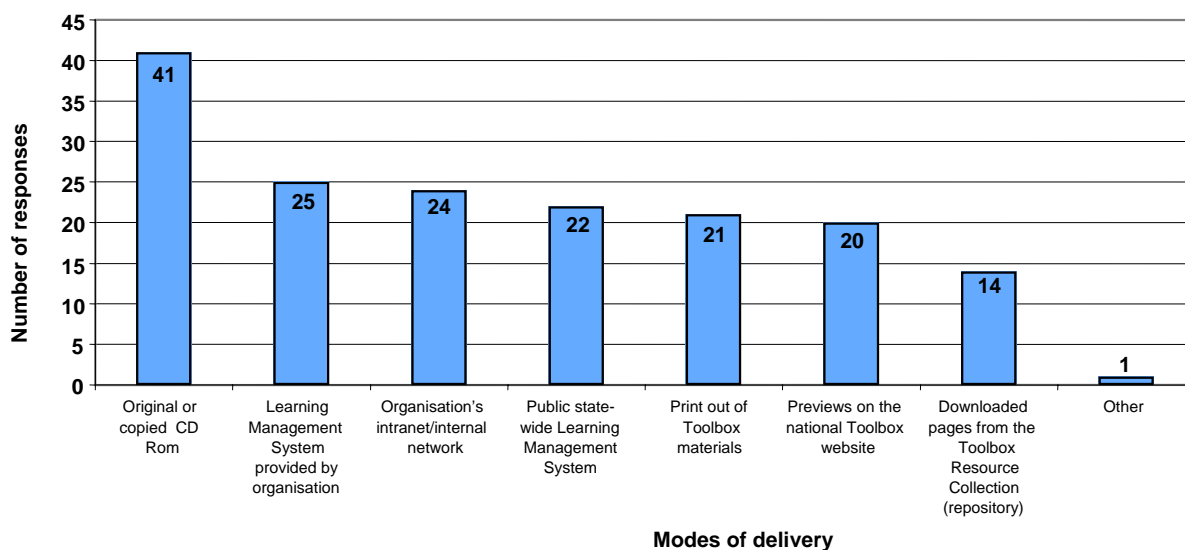
Toolbox use

Toolboxes are distributed through both CD-Rom and the internet. They are deliberately designed to provide users with flexibility in how they are used and customised. User access and quality in technology and teaching and learning are the guiding principles of these resources.

Toolboxes may be used as a stand-alone unit independent from the internet or through integrating the Toolbox content with other internet based resources. It is interesting to note that the former delivery mode, CD-Rom, is the one most used by TAFE Institutes. CD-Rom delivery provides greater access to Toolboxes for those with limited internet access as they are able to be deployed via a stand-alone computer. This observation is supported by the relatively few Institutes that delivered through pages downloaded from the Toolbox Resource Collection (14 Institutes).

That many TAFE Institutes nominated each of the alternative delivery modes is a reflection of both the diversity of local practices and the flexibility of Toolboxes to be applied to these across a range of contexts.

Figure 6 Toolbox delivery modes (TAFE Institutes)



There were considerable numbers of TAFE Institutes delivering Toolboxes via an Institutes' Learning Management System (25) and or a state-wide Learning Management System (22). That so many Institutes access formal systems for using of Toolboxes suggests that Toolbox uptake has moved beyond the 'experimental' or 'review' stage¹⁷ into mainstream provision.

Victorian TAFE Institutes were more likely (over two thirds of the institutes, 68%) to deliver through a public state-wide network – the TAFE Virtual Campus (TAFE VC) – than were Institutes in other states and territories. That these Institutes had the highest number of teachers and students utilising Toolboxes in 2003 as well as the greatest rate of predicted growth may relate to the strength of this delivery system in that state.

The shift over the years in ... staff awareness from both teaching and non teaching departments across all campuses has increased significantly through the combined use of LearnScope funding to enable project teams to investigate e-learning delivery options with support through the availability of Toolboxes combined with the learning management system: the Victorian TAFE Virtual Campus using WEBCT. [Victorian Institute respondent]

Use of printouts of Toolbox materials and previews on the national Toolbox website were also a feature of a large number of Institutes, at only a marginally lower level than the delivery modes above. This reinforces the conclusion above that TAFE

¹⁷ Eklund, J. and Kay, M. (2001) *Evaluation of the Usage of National Flexible Learning Toolboxes (Series 2). Final Report*. Brisbane: ANTA.

Institutes' use of Toolboxes is a part of their mainstream delivery and suggests that the expectations of the Series 2 evaluation of Toolboxes have been realised, that,

We can expect that the depth and breadth of the implementations to increase as teachers become familiar with the content and the instructional potential of a Toolbox. Deployment will evolve from experimental Toolbox use as an additional learning resource to a mainstream integrated replacement for other forms of delivery.¹⁸

The mode of delivery is one aspect of the way that practitioners use Toolboxes. Their practice also involves using Toolboxes within their broader suite of tools for teaching and learning. Understanding how practitioners use Toolboxes: in concert with a range of face-to-face approaches in the context of classroom based delivery; as an optional supplementary resource; for off campus delivery; as part of classroom presentations; independently of teacher mediation through self-directed learning activities; to facilitate professional development activities for staff; and as part of workplace training resources, provides some insight into practitioner behaviour and the nature of the challenges that Toolboxes are addressing.

Evaluations in the early stages of the development of electronic forms of flexible delivery focussed on the extent to which these forms of delivery were implemented independently of classroom activity for self-directed learning in workplaces and other off site locations. The focus was on the contribution of electronic modes to providing access to those who would otherwise be too isolated to participate. Others saw that electronic modes provided the opportunity for more efficient and cost-effective delivery through a reduction in the need for 'bricks and mortar' required for face to face delivery and also sought evidence of greater take-up of e-learning in off-site locations for self-directed learning. E-learning was seen to provide an alternative to traditional modes of delivery.

Use of e-learning to provide opportunities for self-directed learning is a valued form of delivery, particularly for distance learning and enterprise based delivery. Research into the use of flexible modes of delivery has highlighted the extent to which blended or mixed-mode delivery characterises the uptake of these modes. Initially this research questioned the merit of such approaches, but more recent research has recognised that blended delivery provides for greater flexibility and individualisation of teaching and learning to the needs of learners¹⁹. It is part of the overall suite of tools available to teachers and trainers and augments rather than replaces existing strategies²⁰.

Other research highlights the influence of the stage of adoption of innovation on teachers' behaviour. Brennan suggests that teachers are sceptical about it and use of online delivery is 'peripheral rather than a core component of course design ... this results in a more blended form of delivery which provides flexibility and access for students who may be separated from face-to-face teaching and learning by work

¹⁸ Eklund, J. and Kay, M. (2001) *Evaluation of the Usage of National Flexible Learning Toolboxes (Series 2). Final Report*. Brisbane: ANTA. p. 8

¹⁹ Eklund, J. and Kay, M. (2003) *Evaluation of the Usage of National Flexible Learning Toolboxes (Series 3). Final Report*. Brisbane: ANTA.

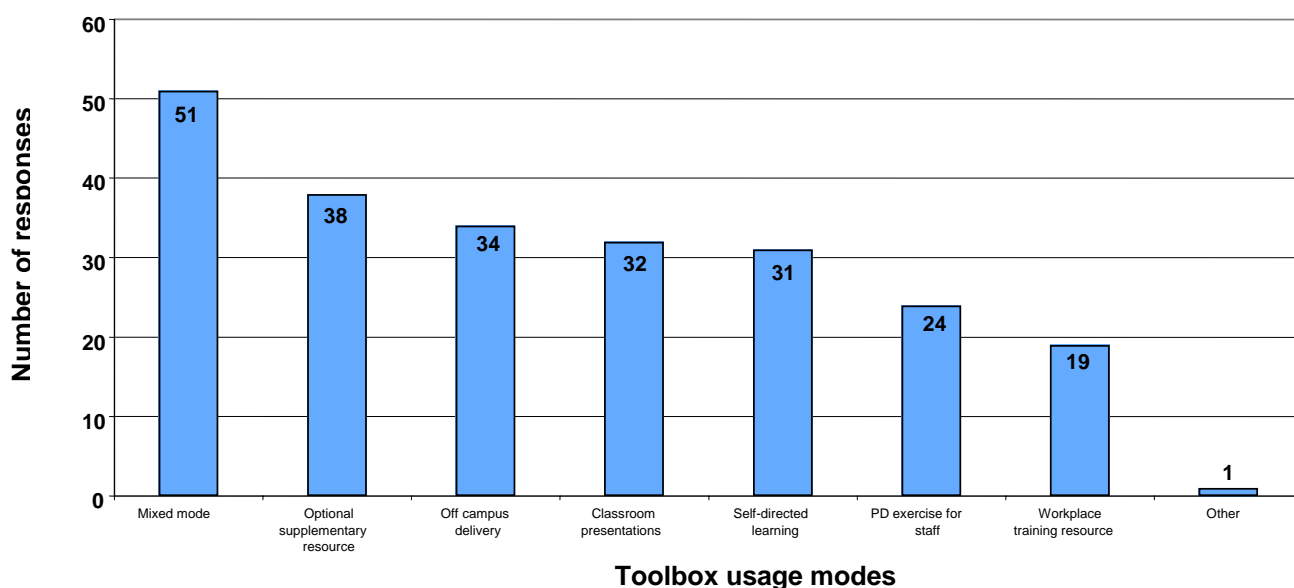
²⁰ *ibid*

demands, distance or circumstance.’²¹ Further research suggests that students’ value blended or mixed mode delivery approaches over other approaches²².

The findings of this audit suggest that integration of Toolboxes into learning programs is evident in the selection of modes of delivery, with 51 of the 59 TAFE Institute respondents using Toolboxes in mixed mode and a further 38 Institutes suggesting that Toolboxes provide an optional classroom or supplementary resource.

These results are consistent with earlier evaluations of Toolboxes Series 2 and 3 and the research cited above. Other modes of delivery are also well established with over half of the Institutes using Toolboxes for classroom presentations and self-directed learning. Toolboxes were also implemented to support staff professional development and in workplace training.

Figure 7 Modes of Toolbox usage (TAFE Institutes)



As observed above, and in the vignette below, the implementation of Toolboxes shows the flexibility of these resources for the full range of teaching and learning applications and contexts. They are purposely developed for flexibility in application. Teachers mix and match Toolbox delivery to their local student needs and contextual demands. For the experienced Toolbox user the adaptability of Toolboxes is a strength of the innovation.

Toolboxes in WA Horticulture²³

A working example of the successful use of a Toolbox is at the Horticulture Department of a large TAFE Institute in Western Australia for a ‘Ms Jane Brown’ a full-time gardener, grandmother, horticulture student and self-confessed ‘computer illiterate’ who now studies online for her Certificate II in Horticulture.

Support from her employer, a national retailer, together with the flexibility afforded

²¹ Brennan, R. (2002) One size doesn’t fit all. In H. Guthrie (ed) Online Learning: Research Readings. Leabrook: NCVET. Page 57

²² Warner, D., Christie, G. and Choy, S. (1998) The readiness of the VET sector for flexible delivery including online learning, EdNA-VET Working Group. Brisbane: ANTA

by Toolboxes has afforded 'Ms Brown' with the opportunity to achieve her quest for formal qualifications. Overall she considers herself to be very fortunate. 'To work in a nursery and be a qualified horticulturalist is my dream,' she said. 'To me, plants are everything and it is great to be doing a job that you love. I worked in nurseries for many years and never had the opportunity to get formal qualifications.

'Ms Brown' said she found the online courses offered by Challenger particularly appealing because of their flexibility. 'I do shift work and the night classes don't finish until 9 pm and I am pretty tired after work so being able to study online is a better option for me. I also find online learning more personalised and it gives me a feeling of being in charge of what I am doing. It is sometimes intimidating to ask a question in front of all the other students in a classroom, whereas there is no shame in saying 'I don't understand this' in an email to your lecturer.

'Although I classify myself as virtually computer illiterate, using the Horticulture Toolbox has been easy. You just need to get on the Internet and then follow the prompts. There is a technical help facility available to you if you get into trouble. I never would have imagined that I would be studying through the Internet and using things such as online chat and discussion boards.'

Wider VET sector

Registered Training Organisations and secondary schools were invited to complete the Toolbox survey. As stated above the response rates from both these sectors were very low at 21% of private RTOs and only 9% of secondary schools surveyed. These response rates are insufficient to provide a basis for generalising findings to other providers. The results are discussed briefly below, but may only be seen as indicative of providers' behaviour. Further research would be required to develop a more comprehensive picture of uptake by the wider VET sector.

Toolbox uptake

The overall picture of utilisation of Toolboxes by private RTOs and secondary schools is similar to that for TAFE Institutes, but at a more modest level. The use of Toolboxes is growing and, if providers' intentions are realised, will continue to grow.

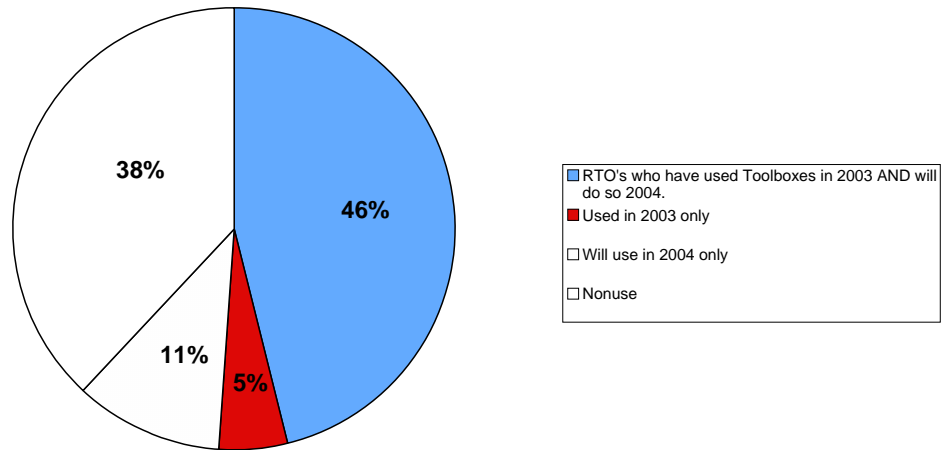
Private RTOs

A most valuable resource - without access to this our organizations (and its partners) could not have taken up flexible learning approaches as quickly or as successfully as we have. (Private RTO respondent)

The sample of private RTOs included private, enterprise based and community RTOs. Nearly one half (46%) of these private RTOs had used Toolboxes in 2003 and intended to do so in 2004. A further 11% of respondents that had not used Toolboxes in 2003 intended to take up Toolboxes in 2004. So over half of the respondents were new or continuing providers, which suggest strong growth in the adoption of Toolboxes in the future.

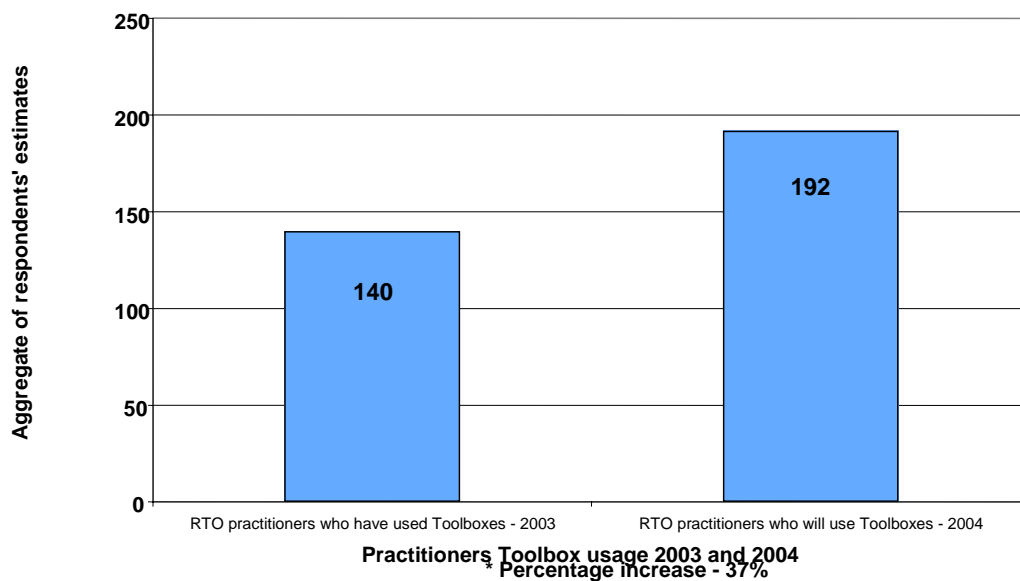
²³ Taken from Australian Flexible Learning Framework – Supporting Flexible Learning Opportunities at flexiblelearning.net.au

Figure 8 The proportion of private RTO respondents who have used Toolboxes in 2003 for course delivery AND will do so in 2004



Just over ten per cent of private RTO responses were from enterprise based RTOs. One of these private RTOs estimated that the number of trainers would change significantly in 2004, up from five to 30 trainers. This private RTO uses only one Toolbox that is significant to their operations. That is, Toolbox 205. Alcohol and other drug work Cert II-Dip.

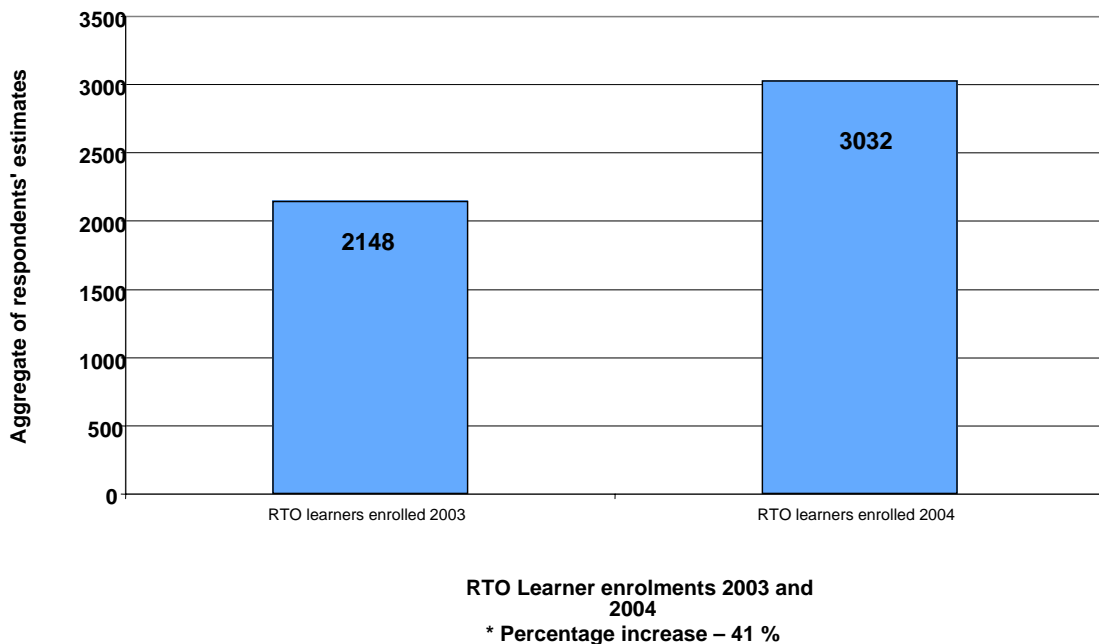
Figure 9 Aggregate number of private RTO practitioners who have used Toolboxes in 2003 and will use Toolboxes in 2004 for course delivery.



As for TAFE Institutes, private RTOs expected that the increase in Toolbox uptake would be accompanied by a corresponding increase in the numbers of practitioners that would use Toolboxes in course delivery in 2004 (Figure 9). Of the survey respondents there were approximately 140 private RTO teachers or trainers using Toolboxes for course delivery in 2003, with a likely 37% increase in 2004 to around 192 practitioners (Figure 9).

As would be expected, the increase in teacher/trainer engagement with Toolboxes is accompanied by an increase in the number of learners that private RTOs expect to be involved in courses that use Toolboxes. These are expected to grow by 41% from approximately 2150 in 2003 to around 3032 in 2004 (Figure 10).

Figure 10 Aggregate number of private RTO learners who enrolled in courses where Toolboxes were used in 2003 and will be used in 2004



As for TAFE Institutes, more private RTOs delivered Toolboxes via CD-Rom than other delivery modes. The other key mode of delivery is to use printouts of Toolbox materials, which is an approach that is likely to be consistent with limited access to technological infrastructure to support multimedia attributes of Toolboxes. Unfortunately this approach does not allow students to engage with the multimedia content of the Toolboxes and reduces the interactivity of the learning experience. Further research is needed to examine the reasons for this behaviour and the impact that it has on the quality of learning through Toolboxes. Other modes of delivery were nominated by small numbers of providers and were not prominent in private RTOs' delivery strategies (Figure 11).

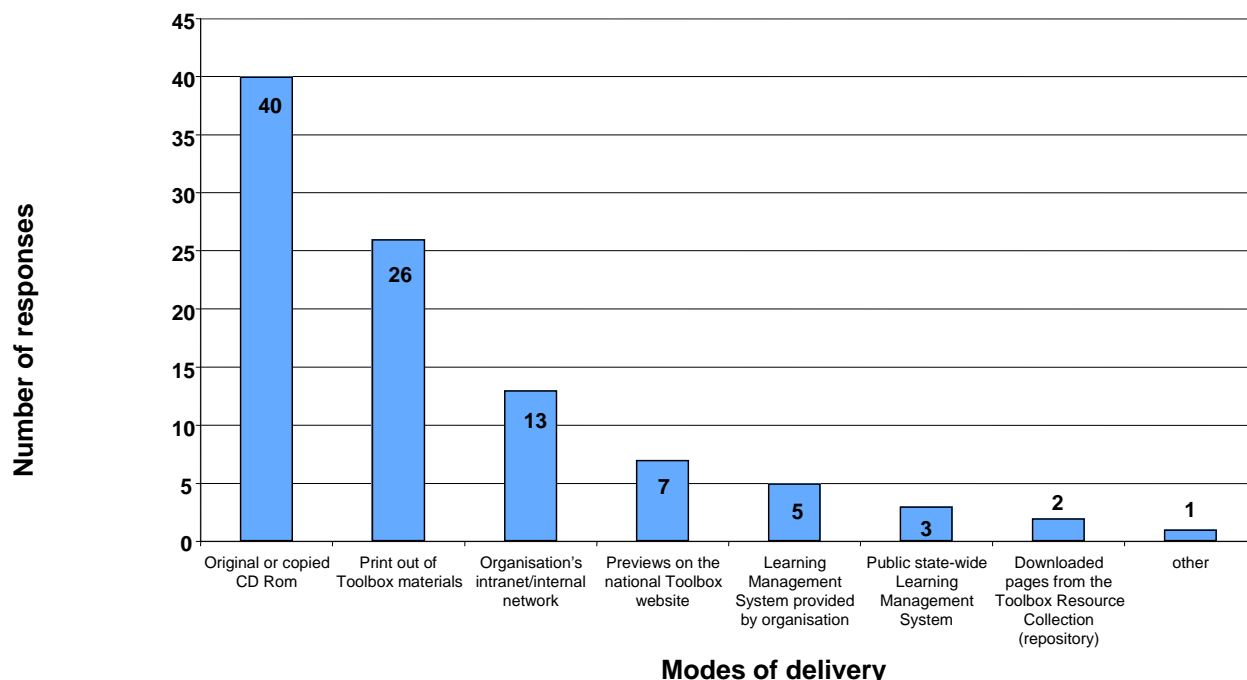
Table 2 Uptake of Toolboxes by private RTOs across Training Package industry sectors in 2003 and intended for 2004.

| Key sectors for Toolbox take-up in 2003 | Most popular Toolboxes in 2003 | New sectors emerging in 2004 |
|---|---|-----------------------------------|
| Community services | 112 Workplace training and assessment, AQF IV | Business services |
| Workplace training and assessment | 212 Retail operations, Cert II-III | Workplace training and assessment |
| Business services | 103 Aged and disability care, Cert II-III | |
| Retail | 302 Children's services, Cert III | |
| Hospitality | 202 Legal Admin, Cert I-III | |
| | 203 Frontline Management, Cert IV | |

Private RTOs appear to access a narrower range of Toolbox areas with a slightly different focus to TAFE Institutes. Private RTOs are more likely to adopt Toolboxes delivering training in Workplace Training and Assessment than were other providers. This reflects the mandatory requirements of registration under the AQTF.

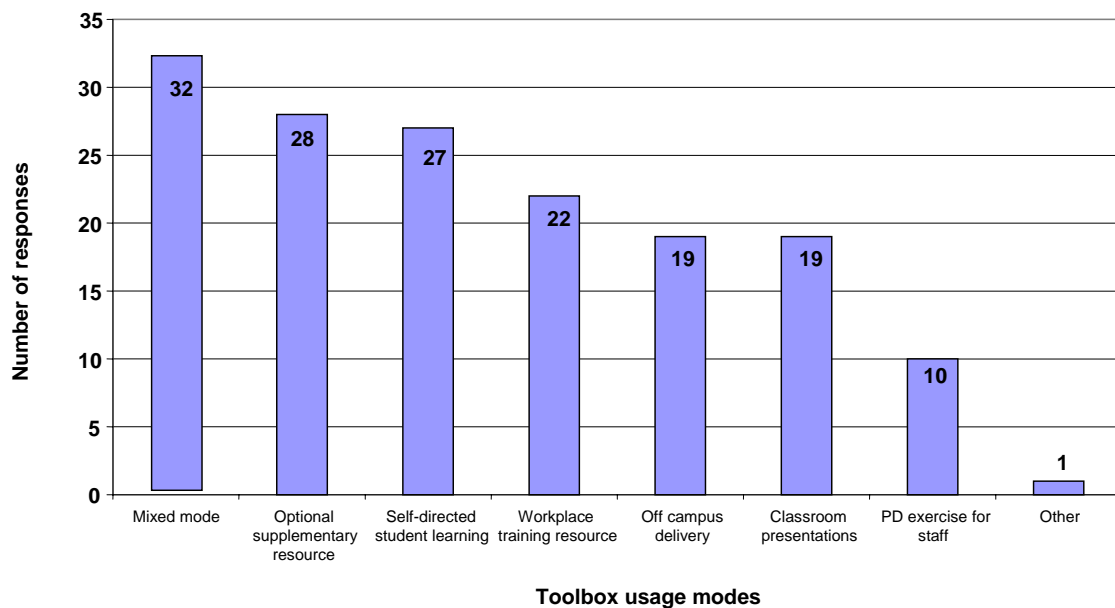
The key growth areas for Toolbox usage by private RTOs in 2004 are areas of existing strength: Business services and Workplace training and assessment.

Figure 11 Toolbox delivery modes (private RTO Organisations)



There is also less diversity in the modes in which Toolboxes are used by private RTOs compared to TAFE Institutes. These parallel those of TAFE Institutes with mixed mode as the most nominated approach closely followed by use of Toolboxes as an optional supplementary resource and for self-directed learning.

Figure 12 Modes of Toolbox usage (private RTO organisations)



These figures represent only a small proportion of private RTOs surveyed. Nevertheless they signal that growth in Toolbox usage is not confined to TAFE Institutes. Toolboxes are likely to be an increasingly significant component of overall delivery by the private RTOs surveyed. The benefits of this form of delivery to clients of private RTOs are demonstrated in the following example.

Toolboxes in a regional Aboriginal CDEP²⁴

An Aboriginal CDEP in regional Victoria uses Toolboxes to motivate learners who have not been engaged fully in traditional teaching approaches.

‘Our students have had bad experiences at schools, TAFEs – at anything they’ve tried,’ says a Student Support Officer and Trainer. ‘It’s hard to engage them back into learning.’

We sit them down and find out what their needs are, what they’re interested in, then get them going on a Toolbox straight away.”

The high-powered graphics and interactive format of the Toolboxes stimulate these learners, who often have low literacy and numeracy, in a way that text-heavy books simply never did.

Because they are based on real-world skills – in courses such as horticulture and building with topics such as fencing, hanging doors, and ride-on vehicles – Toolboxes are a real introduction to work.

Secondary schools

The response rates for secondary schools, at only 9%, are insufficient for generalising any conclusions. The following brief points are provided for information only and

²⁴ Toolbox Project Management Team (2004) *Regional Training Centre Home to Innovative Flexible Learning*. Unpublished paper.

should not be considered to represent the behaviour of all secondary schools. Further investigation is warranted to gain a more comprehensive picture of the use of Toolboxes in this sector.

The key points related to the take-up of Toolboxes by secondary schools are consistent with those for TAFE Institutes and private RTOs. That is, the use of Toolboxes in 2003 is expected to continue and likely to grow into 2004.

Nearly half of the secondary schools that responded to the survey have used Toolboxes for course delivery in 2003 and will be doing so in 2004. These secondary schools have accessed or will access a range of Toolboxes, which cover 9 Training Package areas. These include: Community services, Horticulture, Hospitality, Information technology, Metal and engineering, Retail, Seafood industry, Telecommunications and Textiles, Clothing and Footwear. The major areas of new and continuing take-up by secondary school respondents are described in Table 3.

Toolbox 302 Children's services Cert III was nominated by the most secondary schools. Other Toolboxes nominated frequently included a number that were likely to be directed to building staff expertise in dealing with special needs students, eg. programs for Integration Aides and Teaching Assistants – Toolbox 103 Aged and disability care, Cert II-III; Disability and mental health Cert II-IV. Other prominent Toolboxes for secondary schools addressed areas of entry level training, for example, the Toolboxes most nominated for new use in 2004 were: 409 Kitchen operations Cert II and 106 Metal and engineering Cert I-III and 315 Aquaculture.

Table 3 Uptake of Toolboxes by Secondary Schools across Training Package industry sectors in 2003 and intended for 2004.

| Key sectors in 2003 | Key sectors of continuing use to 2004 | Key new sectors in 2003 |
|-----------------------|--|-------------------------|
| Horticulture | 302 Children's services, Cert III | Hospitality |
| Community services | 103 Aged and disability care, Cert II-III | Horticulture |
| Hospitality | 402 Disability and mental health, Cert II-IV | Seafood |
| Metal and engineering | 404 Electrotechnology – Security, Cert II | |
| | 401 Building & construction | |
| | 304 Horticulture, Cert II | |
| | 409 Kitchen operations, Cert II | |
| | 210 Programming, Cert IV | |
| | 106 Metal & engineering, I-III | |
| | 212 Retail operations, Cert II-III | |
| | 317 Call centres, Cert II | |

Responses describing modes of delivery and use are too small to describe in any detail, but unlike TAFE Institutes and private RTOs, delivery through intranets/ internal networks was nominated by more secondary schools than were other modes. That most secondary schools nominated mixed mode delivery and use of Toolboxes as an optional supplementary resource and for self-directed student learning consistent with the use of Toolboxes by TAFE Institutes and private RTOs. The following extract provides an example of their use²⁵.

Toolboxes in a Perth Secondary College

One Secondary College in Perth is an acknowledged flagship for adoption of information technology in secondary education. It currently has 23 year 12 student using Cybertots in an introductory course in childcare, as partial recognition towards the Certificate III qualification.

One teacher was initially anxious about using Cybertots but found that having the Toolboxes at her fingertips instilled confidence in flexible learning. 'It gave me an opportunity to sit back and see how students cope with this type of presentation, and they became engaged very quickly.' She believes the Toolbox, which learners can work through at their own pace, gives her flexibility to meet different learning needs. 'Students planning for TAFE or university are not held up by anyone else,' she said.

... Students said Cybertots gives them a realistic feel of what it would be like to work in a childcare centre and it exposes them to different ways to handle different situations. 'It has helped me understand children, how they might be feeling about things, how to find out what they want to do. We couldn't get this from a text book.'

The information above demonstrates significant rates of growth across TAFE Institutes and private RTOs and is suggested for secondary schools. The actual numbers of students engaged in and estimated to take them up in 2004 is still modest compared to the 1.72 million students enrolled in the Australian VET system²⁶. The question is though more about the rates of growth than absolute numbers and what is the most appropriate mode of delivery. These rates of growth are strong and teachers' use of Toolboxes suggests that they are targeting them to students learning needs as appropriate.

²⁵ Unpublished case study prepared for the Toolbox Project Management Team

²⁶ NCVER (2004) *Australian Vocational Education and Training Statistics: Students and Courses 2003 – Summary*. Leabrook: NCVER.

3. *Toolbox impact on e-learning*

The information above describes the extent of uptake of National Toolboxes by providers. This is only a part of the picture related to the uptake of Toolboxes.

In addition, this audit considered: the difference that Toolboxes have made to student learning; whether Toolboxes are valued by providers and whether they develop product loyalty such that Toolbox providers would advocate their use to other practitioners.

The impact of Toolboxes may also be understood in terms of the value they add to the system through their contribution to developing practitioner expertise in e-learning. Their value for money in terms of realising benefits from the national and state/territories' investment in the Toolbox project is also a significant consideration for further policy development.

Satisfaction with Toolboxes

To gain a more qualitative perspective on Toolbox uptake, survey respondents were asked to rate their agreement to the following statements along a five-point scale:

- Toolboxes have a positive impact on learning;
- I would recommend Toolbox resources to other teachers/trainers; and
- The availability of Toolboxes contributes to the uptake of e-learning at this organization.

The broad findings of this audit are that there is strong support for the impact of Toolboxes for each provider group, but slightly stronger for TAFE Institutes. This support is almost universal for those that responded to the survey. The very low level of neutral or negative responses is quite unusual as survey respondents generally tend to be conservative when responding to scaled questions of this type. This was not the case in this survey. Respondents were very consistent in their positive responses.

Impact on learning

Whether Toolboxes impact positively on learning is perhaps the most fundamental test for their ongoing contribution to developing 'world class online content development, applications and services'²⁷.

Over four out of five (82%) of providers who gave a response agreed, or strongly agreed, that Flexible Learning Toolboxes have a positive impact on learning. TAFE Institutes demonstrated the highest levels of satisfaction with the impact of Toolboxes on learning and the contribution to e-learning in Institutes that accrues from their ease of access and availability.

The impact of Toolboxes on learning is reported to be greatest for providers in Western Australia (68%) and the Australian Capital Territory (67%).

²⁷ Australian Flexible Learning Framework (2004) *About the Framework: What is the Australian Flexible Learning Framework*. <http://flexiblelearning.net.au/aboutus/theframework.htm>

Availability of Toolboxes

One of the key purposes for Toolboxes is to increase teacher uptake of e-learning. Toolboxes do this through their distribution by CD-Rom without restrictions on copying for further distribution across an organization. Secondly Toolboxes provide a complete package to novice practitioners to enable them to implement flexible learning strategies while still learning about them. A further feature is that they provide useful reference material for teachers/trainers and development staff and a professional development resource. They package up technical and educational expertise and deliver it to practitioners who can use them as they are, or customise them to specific contextual needs. As practitioners become more experienced with technology based learning they gain expertise in adapting the Toolboxes to suit their needs.

Each series of Toolboxes gets better and better and many teachers are amazed by the quality and depth of content. Toolboxes give teachers a head start in implementing online learning. (TAFE Institute respondent)

It appears that these attributes of Toolboxes have positively contributed to their impact on the take-up of flexible learning strategies. Well over three quarters (81%) of responses from TAFE Institute agreed, or strongly agreed, that the availability of Flexible Learning Toolboxes contributes to the uptake of e-learning within their organization.

The use of Toolboxes has increased our use of e-learning as we do not have the resources at this stage to develop on-line materials. (Private RTO respondent)

The Toolbox repository is seen to provide a valuable resource to practitioners that increases their accessibility.

... practitioners have been very impressed. Many have been amazed that this service is free and have commented that they could use it to 'download an entire Toolbox'. (Toolbox Champion)

Advocacy for Toolboxes

Product loyalty is a powerful force for marketing products and services to new clients. The testimony of existing providers will assist Toolboxes to build their penetration across education and training providers.

This product loyalty is evident in the survey responses in this research. Close to three quarters (71%) of all survey responses either agreed, or strongly agreed, that they would recommend Flexible Learning Toolbox resources to other teachers/trainers. This finding is very encouraging and indicates the potential for the anticipated growth described above to be realised and to be ongoing.

The above information demonstrates the almost universal support for Toolboxes from providers that were surveyed and is testimony to the positive impact that they have

had on practice in VET. The few qualified or negative responses were generally related to technology to support Toolboxes including technology and staff capacity to use them, particularly the capacity to customise Toolboxes to specific needs.

Flexibility to teacher/trainer or product developer adaptation of Toolboxes is a positive feature of this initiative. Teachers have the option of mixing and matching their resources to suit local circumstances. As Wilson (2004) identifies, 'Anyone can grab these online resources, activities and guides, and cobble together their own problem-solving training programs'²⁸. While customisation is a strength of the Toolbox products, this requires that teachers/trainers have the skills to utilise this attribute.

There is a need to break Toolboxes down to a learning information /object level for effective use in our organization. (TAFE Institute respondent)

Toolboxes become most useful when staff know how to customise them. (TAFE Institute respondent)

The above TAFE institute respondents demonstrate a high degree of familiarity with Toolboxes and expertise in their use. For novices developing this familiarity can provide a challenge that requires additional support to engage with the challenges of e-learning.

The Toolbox Champions initiative provides a valuable contribution to assisting teachers to develop the necessary technical understanding and skills to engage more fully with the Toolbox materials and further adapt them to their client needs. Toolbox Champions report an increased level of sophistication in the capacity of users to customise Toolboxes and a move away from basic introductory workshops.

Impact of Toolbox development

The manner in which Toolboxes are developed also impacts on the development of system capacity to engage with e-learning and to position the Australian VET system as leader in 'applying new technologies to vocational education products and services'²⁹.

The process for developing Toolboxes is deliberately designed to engage Australian providers in building their production knowledge, skills and resources. This process takes a strategic view of the benefits to the system of Toolbox development as well as the direct benefit of specific products and services.

The development of Toolboxes generally involves consortia of RTOs working in partnership or close collaboration with industry. All developers must be RTOs or in partnership with one. An RTO must be the lead agent and an RTO must have a scope of registration that covers the relevant Training Package. There are few instances of commercial developers being involved in Toolbox development. This arrangement provides a basis for developing the capacity of these providers to further innovate in

²⁸ Wilson, E. (2004) *Online training on the rise*. <http://smh.com.au/egi-bin/common/popupPrintArticle.pl?path=/articles/2004/01/26/107>, 9/6/2004

²⁹ EdNA VET Advisory Group, (2001) *Australian Flexible Learning Framework for the National Vocational Education and Training System 2000-2004* Brisbane:ANTA

flexible delivery product development, as well as their capacity to further modify existing Toolboxes and associated resources to local delivery contexts.

The strong focus of development guidelines on 'best practice' teaching and learning principles provides a basis for quality learning for these providers and will contribute to developing a culture of quality in developing products and services. The quality assurance process also adds to the quality of developers' learning and professional development in this field.

The Toolboxes currently represent best practice in online development as standalone products, and their development has clearly been according to a well-articulated and principled process.³⁰

Thus this process builds technical capacity across the system to engage effectively with the technology of building products and services at the same time as they develop their understanding of how this mode of delivery best facilitates effective learning.

One of the greatest contributions of Toolboxes is what they have done to mature the multimedia industry through the development of quality processes. Series 5 Toolboxes have been developed within a quality assurance framework which sets numerous standards and accessibility ... Therefore the greatest contribution of the Toolbox initiative is not content but the knowledge of the developers which continues to raise that bar.³¹

Providers need to recognise that Toolboxes provide benefits beyond merely picking them up and using them. The opportunities for capacity building in the system provide significant value-adding to the base products and services. Many Institutes and providers have recognised these benefits and have participated in the development process. For example, nearly three out of five Australian TAFE Institutes have been involved in developing Toolbox resources (Table 4).

³⁰ Eklund, J. and Kay, M. (2001) *Evaluation of the usage of National Flexible Learning Toolboxes (Series 2) Final Report*. Brisbane: ANTA.

³¹ Community Admin Team (2004) *E-Learning comes of age: An interview with Dr John Eklund*. Australian Flexible Learning Framework – Learnscope.
<http://www.learnscope.anta.gov.au/LearnScope/golearn.asp?category=18&DocumentId=5246>

Table 4 The number of TAFE Institutes that have been involved in Toolbox development (Series 3-6)³²

| State | Number of TAFE Institutes per state / territory | Number of TAFE Institutes involved in Toolbox development per state / territory | Percentage [%] |
|------------------------------|---|---|---------------------------|
| Victoria | 18 | 11 | 61 |
| New South Wales | 11 | 10 | 83 |
| Western Australia | 11 | 8 | 73 |
| Queensland | 15 | 5 | 33 |
| South Australia | 8 | 3 | 37 |
| Australian Capital Territory | 1 | 1 | Only one TAFE in the ACT |
| Tasmania | 1 | 1 | Only one TAFE in Tasmania |
| Northern Territory | 2 | - | - |
| | Total = 67 | Total: 39 out of 67 TAFE Institutes | 58% |

Data source: e-Works finance and budgets 2004

Experience of Toolbox development tends to be largely located within the larger states of Victoria and New South Wales and Western Australia, which has established reputation and experience in distance education. Victoria has the greatest number of TAFE Institutes involved in Toolbox development, followed closely by New South Wales and Western Australia. At least two thirds of TAFE Institutes in New South Wales and Western Australia have been involved in Toolbox development. Western Australia has a centralised development model in West One that TAFE Institutes draw on for multimedia expertise. This provides a model that other states and territories could draw on as they build expertise in e-learning.

It is no coincidence that Victoria and Western Australia show the greatest use of Toolboxes by teachers and learners in 2003 and 2004. These states have built a culture of familiarity and expertise with e-learning that translates directly into practitioners' choice of strategies for teaching and learning.

Value for money

The benefits of Toolboxes described above reflect the value for money that states and territories receive from their engagement with the Toolbox project. Those providers that do not participate in the development of Toolboxes are not excluded from these benefits as they gain value through the access that the project provides to high quality, low cost resources for vocational education and training delivery as well as teacher/trainer professional development.

³² A list of the TAFE Institutes involved in Toolbox development for either Series 3, 4, 5 and/or 6 is provided in Appendix F

The allocation of resources to Toolbox development (Table 5) across states and territories corresponds with the extent to which different states and territories engage with Toolboxes. That Toolboxes provide ‘value for money’ to the Australian VET system is the logical conclusion from this data.

Table 5 Total funds allocated through public tender per state/territory for Toolbox development for the years 2000-2003

| State / territory | Sum of funds allocated for Toolbox development [\$] |
|------------------------------|---|
| Victoria | 6,987,324 |
| Western Australia | 5,194,345 |
| New South Wales | 2,535,160 |
| Queensland | 2,440,885 |
| Australian Capital Territory | 627,727 |
| South Australia | 279,100 |

Data source: e-Works finance and budgets 2004

To date, Victoria has received the largest sum of funds for Toolbox development at close to seven million dollars. Large sums have also been distributed to Western Australia, New South Wales and Queensland. These states have all received well over two million dollars of funding for Toolbox development.

The pattern of funding to states and territories changed in 2003 with significantly increased funding being directed to Western Australia for development of Series 6 Toolboxes (Table 6). This changed the previous pattern of distribution from 2000 to 2002 in which Victoria received the greatest share of the annual funding for Toolbox development. Funds for Toolbox development in 2004 have been allocated to the following Training Package areas: Drilling - Queensland (one project); Corrections - South Australia (one project); Health – Victoria (three projects); Health and Environmental sustainability – Western Australia (two projects) and Health – New South Wales (one project).

Table 6 Proportion of total annual funds received per state and territory for Toolbox development for the years 2000-2003

| | ACT [%] | NSW [%] | QLD [%] | VIC [%] | WA [%] |
|-----------------|---------|---------|---------|---------|--------|
| 2000 (Series 3) | 12 | 4 | 24 | 38 | 22 |
| 2001 (Series 4) | 0 | 18 | 10 | 42 | 30 |
| 2002 (Series 5) | 0 | 14 | 12 | 45 | 29 |
| 2003 (Series 6) | 0 | 13 | 13 | 27 | 47 |

Data source: e-Works finance and budgets 2004

As this funding is distributed to providers within states and territories it provides a distributed benefit across the system. As with other distributed systems the collective benefit that accrues to the system is greater than the apparent level of funding

suggests. There is collective benefit to each of the states and territories from the learning and development of products and expertise in other states. For example, while Western Australia has gained the greatest share of funding to develop Series 6 Toolboxes, all states benefit from the products of this Series. They also benefit from the sharing of information on product development within the Toolbox network and the expanded network of expertise that may be called on in future Toolbox activities.

These benefits extend also beyond TAFE Institutes to the broader VET system including private RTOs, enterprises and secondary schools that utilise the Toolbox resources. Industry and the community also benefit from their exposure to the content of the Toolboxes and the models of effective teaching and learning that they represent.

Anecdotal evidence suggests that a synergistic relationship evolves between providers and developers as they engage with Toolbox development projects. Providers build a team of experts around the Toolbox area that they are working on. They also build a client base and further expertise around the relevant area of delivery, which assists in longer term engagement with the content of delivery and development of reputation with clients.

4. Conclusions

This paper has examined the take-up of Toolboxes, their modes of distribution and use, together with satisfaction with these e-learning products and their impact on the VET system.

Over three quarters (79%) of Australian TAFE Institutes have taken-up Toolboxes in 2003. This use is accompanied by predicted growth of 57% in teachers using Toolboxes for course delivery and predicted growth of 39% in the numbers of learners engaged in programs that involve Toolboxes in 2004.

The actual quantum of students is still relatively modest when compared to the overall numbers of students in the VET system. However, the rate of growth together with the extent of Institute take-up suggests that the system is developing a critical mass of use of Toolboxes that will sustain future uptake and expand the penetration of these resources into the VET system. Furthermore, close to three quarters (71%) of responses from VET providers agreed, or strongly agreed, that they would recommend Toolbox resources to other teachers and trainers. This finding suggests that continued growth in take-up of Toolboxes is likely to be ongoing.

Finding 1:

- There are a number of contextual factors that support the take-up of Toolboxes. These include institutional support to teachers to work collaboratively to examine, customise and use Toolboxes and the development of local expertise and advocacy for the benefits of Toolboxes. The ready customisation of Toolboxes is a critical feature of their take-up and their potential to impact on system capacity. This comes from familiarity and experience in their use and development.

Recommendations:

- 1.1 That Institutes be encouraged to apply their Learnscope grants to funding a set of Institute based activities focussed on customising Toolboxes to local contexts.
- 1.2 That these projects also aim to develop local advocates for Toolboxes or champions, that are institutionally and team based.
- 1.3 That the Toolbox Management Team continues to research the design of Toolboxes to maximise their flexibility, interoperability and customisability.

Finding 2:

- The numbers of teachers involved in programs using Toolboxes are particularly high in Victoria, Western Australia and Queensland. The availability of Toolboxes through Statewide platforms, TAFE Virtual Campus (TAFE VC) in Victoria and WestOne WebCT in Western Australia, contribute to the take-up of e-learning options particularly for TAFE Institutes.

Recommendation:

- 2.0 That strategic planning measures, consider the contribution of the availability of Statewide platforms in the take up of e-learning options.

While response rates from private RTOs and secondary schools were too low to generalise, those providers that did respond suggested that there would be a considerable growth in uptake of Toolboxes in these sectors.

Finding 3:

- Responses from the wider VET sector (private RTOs and secondary schools) indicated an increase in Toolbox take-up.

Recommendation:

- 3.0 That support for the take-up of Toolboxes by private RTOs and secondary schools to be investigated. This work should consider the findings of the enterprise delivery trials when they are available.

The Toolbox Project Management Team has commissioned a series of case studies to illustrate effective practice in the use of Toolboxes in enterprises.

Current Toolbox research is targeting how enterprises are using Toolboxes within their organization. Toolboxes are being trialled in a select group of seven enterprises and four indigenous communities located across Australia to explore implementation and delivery issues. The feedback from these trials will inform the Toolbox uptake process in enterprises and elsewhere in the VET sector. It will also inform future marketing strategies, professional development and product support to users. The report is due to be released at the end of 2004.

At the time of this audit there were 76 Toolboxes. A further set of Toolboxes (Series 6 and 7) are due at the end of 2004 in the areas of Health, Drilling, Corrections, Sport and Recreation, Transport and Environmental Sustainability.

Finding 4:

- It may seem obvious, but nevertheless it should be remembered that providers take-up Toolboxes that are available in the areas in which they deliver training.

Recommendation:

- 4.0 That the coverage of Toolboxes be extended to new areas.

The VET system is also developing strength in product development that is distributed across the country. This distributed professional resource provides models of effective practice and products together with a body of expertise that the system may draw on in future development activities.

Finding 5:

- Providers with product development expertise are connected to users of Toolboxes and to other product developers.

Recommendation:

- 5.0 Strengthen the linkages and networking between current developers and providers in those states/territories that have less engagement in the Toolbox development process.

Toolboxes build system capacity for e-learning products and services to strategically position the Australian VET system in a dynamic and competitive field of education and training.

Finding 6:

- Toolboxes are more than e-learning products. They are about building system capacity and the longer-term strategic capacity of the system to contribute to further e-learning development and to embed effective teaching and learning in a quality e-learning system.

Recommendation:

- 6.0 That Toolbox development continues as a strategy to enable and support the sustainable take-up of e-learning.

References

- Australian Flexible Learning Framework – Supporting Flexible Learning Opportunities at flexiblelearning.net.au
- Australian Flexible Learning Framework (2004) *Summary: Phase 2 Evaluation of the Australian Flexible Learning Framework*. Brisbane: ANTA.
- Brennan, R. (2002) One size doesn't fit all. In H. Guthrie (ed) *Online Learning: Research Readings*. Leabrook: NCVER.
- Community Admin Team (2004) *E-Learning comes of age: An interview with Dr John Eklund*. Australian Flexible Learning Framework – LearnScope. <http://www.learnscope.anta.gov.au/LearnScope/golearn.asp?category=18&DocumentId=5246>
- EdNA VET Advisory Group, (2001) *Australian Flexible Learning Framework for the National Vocational Education and Training System 2000-2004* Brisbane: ANTA
- Eklund, J. and Kay, M. (2001) *Evaluation of the usage of National Flexible Learning Toolboxes (Series 2), Final Report*. Brisbane: ANTA.
- Eklund, J. and Kay, M. (2003) *Evaluation and usage of National Flexible Learning Toolboxes (Series 3)*. Brisbane: ANTA.
- 'Focus on the Framework' discussion, Australian Flexible Learning community website: <http://www.learnscope.anta.gov.au/LearnScope/flexiblelearning.net.au/learnscope/golearn.asp?category=15&DocumentId=4122&Accessory=Discuss>
- NCVER (2004) *Australian Vocational Education and Training Statistics: Students and Courses 2003 – Summary*. Leabrook: NCVER.
- Toolbox Management Group (2003) *Project brief: Audit of Toolbox Usage – 20*. Unpublished paper of the Toolbox management Group.
- Toolbox Project Management Team (2004) *Regional Training Centre Home to Innovative Flexible Learning*. Unpublished paper.
- Unpublished reports of the Toolbox Champions for December 2003 and June 2004
- Warner, D., Christie, G. and Choy, S. (1998) *The readiness of the VET sector for flexible delivery including online learning*, EdNA-VET Working Group. Brisbane: ANTA
- White, G (2004) *E-learning: Australia's achievements in education and training*. @education.au.limited.
- Unpublished case study prepared for the Toolbox Project Management Team
- Wilson, E. (2004) *Online training on the rise*. <http://smh.com.au/cgi-bin/common/popupPrintArticle.pl?path=/articles/2004/01/26/107> , 9/6/2004

Appendices

Appendix A – Data collection methods

Online survey - questionnaire

The primary method used to collect estimates of Toolbox usage was through the administration of an *online survey-questionnaire*. An online survey-questionnaire allowed research participants from around Australia efficient access to the research questions in a short span of time at a reasonable cost to the National Toolbox Project Management team. It should be noted that the main factor in choosing an online survey-questionnaire was the little time available to conduct a national audit of Toolboxes. The schedule of the research was considerably defined by the time frames of the Australian Flexible Learning Framework evaluation.

Survey-questionnaire content

The content of the survey-questionnaire was developed to ensure survey participants could provide a complete questionnaire quickly, to be collated within four weeks of going online. The content of the questionnaire was developed through consultation with key e-Works personnel, the National Toolbox Project Management Team and the independent consultant for the Framework Evaluation. The questions were created to capture which Toolboxes have been recently used and to what extent by organizations. The survey was also devised to indicate intended Toolbox usage for 2004. Furthermore, the question content required participants to specify the teaching context in which Toolboxes are used and how such resources are delivered to learners. Finally, the survey asked a series of questions designed to show what level of general support there is for Toolboxes. Please refer to Appendix 2 for a copy of the survey-questionnaire.

A consultant web developer was contracted to administer the online survey over a three-week period (*March 22 – April 9*). The consultant conducted a small pilot of the online survey with the National Toolbox Project Management team to make any final adjustments. Survey participants were invited to participate in the survey and complete their responses within one week however the survey was left open for a total of three weeks to allow for those participants who were unable to complete the survey within the desired one week.

Email cover letter

A cover letter was emailed to all potential research participants, which provided a brief description of the research context and encouragement to respond to the survey. The letter addressed to TAFE contacts was written on behalf of the general manager of e-Works while the letter addressed to the wider VET sector was written on behalf of the general manager of Australian Training Products (ATP) since potential survey participants were sourced from ATP data. Please refer to Appendix 3 to view a copy of the email cover letters.

Anonymity and confidentiality

The first page of the online survey included two statements addressing confidentiality and anonymity of respondents. It was stated that survey responses would remain confidential and that the identities of respondents and their organisations would remain anonymous in any reporting of results.

Technical support

Online survey participants were provided with technical support. Contractors to e-Works, who provide help desk services for the TAFE Virtual Campus, provided the technical support for the Toolbox online survey. The Research Officer was also a first point of contact for participants either by email or telephone. In the case of technical difficulties that could not be easily resolved by the research officer or help desk, an electronic version of the survey was emailed to participants as an attached Word document or it was faxed. There were two situations when this was required. An electronic version of the survey was also sent to those participants who were not available to complete the survey while it was online.

To provide further assistance to survey respondents, the electronic version of the survey or a summary of the key questions was emailed to respondents to help them collate [carry out a mini survey] about Toolbox usage statistics of practitioners within their organisation.

Sampling methods – Email distribution lists

Key contacts: The key contact was responsible for completing the survey on behalf of their organisation. The key contact was almost always a manager (director, coordinator, executive officer, Head of Department, principal etc.) and rarely a Toolbox practitioner. There was not enough time available to administer the survey to all Toolbox practitioners in each of the 67 TAFE institutes, including the multiple campuses and organisations of the wider VET sector including offices located in more than one state. Therefore the compromise was to survey a representative of each organisation as a time saver and efficient way to get Toolbox usage statistics from one collection point per organisation covering multiple locations.

There were two distinct approaches to obtaining the key contact and email address for the:

- TAFE sector
- Wider VET sector

TAFE: The Toolbox Champions and state Framework Communication Officers were approached by the National Toolbox Project Management team to provide a key contact at each TAFE who were responsible for flexible learning, e-learning or online learning. Although each TAFE system in each state and territory is structured differently and some campuses located at great distances from each other such as in Western Australia, a complete list of Australian TAFE Institutes with a key contact was compiled. There were some instances when a key contact was unconfirmed or not provided. In this situation the TAFE institute was directly contacted by the research officer and a suitable key contact was found, sometimes after a series of discussions with a number of people to find an appropriate person.

Wider VET sector (Registered Training Organisations (Enterprise-based, private, ACE), Secondary Schools and Non-Registered Training Organisations): Australian Training Products (ATP) is the national distributor of Toolbox products. ATP provided the National Toolbox Project Management team with a customised Excel worksheet incorporating Toolbox sales from 1999 – 2004. The data was organized by year of sale and included the type of organisation, the Toolbox title purchased, the quantity, organisation name, postal address, name of key contact, telephone number and email address. The most pertinent data for the Toolbox audit research was the organisation type, organisation name and email address.

The ATP categories used to describe the organisation type of the purchaser were not directly transferable to the categories the Toolbox survey used. The following table shows what Toolbox survey categories fell under which ATP organisation types.

| ATP Data | National Toolbox Survey 2004 |
|------------------|--|
| Industry | Non-RTOs RTOs (Private/Enterprise-based/Public funded/ACE) |
| Private Provider | RTOs (Private/Enterprise-based/ACE) |
| Miscellaneous | Non-RTOs RTOs (Private/Enterprise-based/ACE) Secondary Schools |
| School | Secondary Schools |

Originally there were approximately 2,100 Toolbox purchasers from the ATP data after all repeated entries were deleted. There were some organisation types that were deleted from the ATP data: Government, Bookshop, University, Overseas and personal names (with no organisation) listed under Miscellaneous. In addition, all ATP TAFE entries were deleted because a comprehensive list of all TAFE Institutes in Australia was compiled separately. This reduced the possible Toolbox purchaser numbers to approximately 1,570. Of 1,570 Toolbox purchasers there were approximately 540 email addresses that could not be found for various reasons including: company no longer trading, organisation no longer exists or address not listed on the relevant website. This further reduced the number to 1,030. Actions were taken to ensure key contact email addresses listed were as accurate as could be. Actions include: cross-referencing with the National Training Information Service website of all registered training organizations and checking with business and school web sites when not a private RTO. In the end, just over 1,000 emails were sent to organisations inviting key contacts to participate in the online National Toolbox Survey 2004.

Of the 1,000+ emails sent, there were approximately 50 emails that were unsuccessfully sent from around 100 emails that were returned ‘undeliverable’ from the initial electronic mail-out. Undeliverable emails were collated and alternative email addresses were sought in a systematic manner. There were two attempts to resend the 100 odd ‘undeliverable’ email messages. At a final count, 982 emails were successfully sent to potential survey participants incorporating Toolbox purchasers and all Australian TAFE institutes.

The final email distribution lists used for the National Toolbox Survey 2004 were grouped together as follows – Non-RTOs, RTOs (Private/Enterprise-based/public funded), Secondary Schools_RTOs, Secondary Schools_Non-RTOs, TAFE Institutes and ACE_RTOs. The reasoning behind the groupings was to calculate the response rates for each of these sectors although secondary school RTO and Non-RTOs were combined and ACE-RTOs were merged into the RTO sector.

Response rates

Overall response rate

- 19 per cent (182 out of 982 emails sent)

Per sector

| Organisation type | Response rate | Proportion of sample responses represent |
|---|--|--|
| TAFE Institute | 88 per cent (59 responses out of 67 emails sent) | Over 4/5 of <i>population</i> |
| Registered Training Organisation (private, enterprise-based, public funded, ACE) | 21 per cent (97 responses out of 466 emails sent) | Approximately 1/5 |
| Secondary School (RTOs and Non-RTOs) | 9 per cent (19 responses out of 205 emails sent) | Under 1/5 |

- The tally of responses listed in the table does not add up to the total received because a very small number of responses came from Non-RTOs: ACE organisations, government agencies, NGO's. The Non-RTO category was renamed as 'other' for analysis purposes.

Follow up work

Strategic steps were taken to ensure the best response rate was achieved within the time frame. All key contacts were emailed two reminders to complete the survey on March 30 and April 6. Any changes that needed to be made to the email distribution lists were made before reminder messages were sent. Responses already received were acknowledged in the reminder email. More intense follow up work was targeted on TAFE institutes. The research officer telephoned and emailed all those key contacts from TAFE institutes that did not respond to the first reminder email. This entailed making personal contact with approximately two thirds of the TAFE institute population. In some instances contact was made through the Toolbox Champion since they had had regular communication with the TAFE flexible learning coordinator or equivalent through the nature of their work. Those TAFE institutes who were to complete the survey at a later date, beyond the closing date of the online survey, were given a reminder call. Such intense follow up was effective in achieving close to a 90 per cent response rate from Australian TAFE institutes.

Conservative estimates

The estimates for Toolbox usage for 2003 and 2004 were commonly conservative. Contact with TAFE institutes during follow up work and general comments from the survey indicated that estimating Toolbox usage of practitioners and learners was not always well documented or tracked therefore usage had to be approximated with the preference for a cautionary approach to avoid providing misleading responses. To overcome this lack of Toolbox usage data, sometimes key contacts conducted their own mini surveys amongst teachers/trainers to base their estimate on. There were instances where the key contact was not prepared to provide an approximation of Toolbox usage at all. One respondent could not provide an estimate because of the way the Toolboxes were readily accessible within the TAFE institute; the original Toolboxes were distributed to numerous departments and libraries with a license to be freely copied therefore the key contact was unaware of how many copies were made and how many practitioners were using these untracked copies. Another instant when a key contact could not provide Toolbox usage figures was related to relevant staff being unavailable or absent at the time of the survey.

Limitations of the research approach

One of the major limitations of the National Toolbox Survey 2004 methodology was that Toolbox practitioners were not directly surveyed to gain the most accurate results of practitioner (teachers/trainers) Toolbox usage. By surveying the key contact ONLY for each organisation, the methodology was relying on one person per organisation to represent Toolbox usage. Sometimes such as in the case of TAFE institutes with multiple campuses that are located a long distance from each other, it would be very difficult for a key contact to be aware of all Toolbox usage if it was not accurately and centrally documented, which often it wasn't. Therefore estimates should be treated with consideration.

It would be worthwhile to repeat the audit process annually or biannually to maintain current awareness of Toolbox uptake and usage across the VET sector.

Appendix B Design and development of the survey or questionnaire

NATIONAL TOOLBOX SURVEY 2004

1.1 What is the name of the organisation you work in? Please include the campus name, if applicable.

1.2 What is your position in the organisation?

1.3 What type of organisation is it?

(Please circle the appropriate response)

- TAFE Institute
- Private Registered Training Organisation (Training core business)
- Enterprise-based Registered Training Organisation (Training NOT core business)
- Enterprise: Non-Registered Training Organisation
- Community ACE Provider
- Secondary School
- Other:

1.4 Which state or territory is your organisation located in?

(You may select more than one location if appropriate)

- Australian Capital Territory
- New South Wales
- Northern Territory
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia

1.5 Are you responding on behalf of:

- The whole organisation?
- Component(s) of the organisation (example: region, campus, department)
Please provide the name(s) of component(s)

All questions refer to Toolbox usage within your organisation

2.1 Were Toolboxes used in 2003 by teachers/trainers as part of their course delivery?

- Yes
- No

2.2 Please estimate:

- 1. How many teachers/trainers used Toolboxes for 2003 course delivery?**
(Please write the number in the box below)

2.3 The total number of learners who were enrolled in these courses (where Toolboxes were used)?

- 1-19
- 20-49
- 50-99
- 100-200
- 200+

3.1 Will Toolboxes be used in 2004 by teachers/trainers as part of their course delivery?

- Yes
- No
- Unsure
- Not known

3.2 Please estimate:

1. How many teachers/trainers will use Toolboxes for 2004 course delivery?

(Please write the number in the box below)

3.3 The total number of learners who will enrol in these courses (where Toolboxes will be used)?

- 1-19
- 20-49
- 50-99
- 100-200
- 200+

4.1 Please indicate which Toolboxes have been used or are going to be used by teachers/trainers for course delivery.

| Training Package | Toolbox titles | 2003 | 2004 |
|---|---|-------------|-------------|
| Agriculture | 101. Agriculture AQF V (Toolbox 1) - Property Management Planning & Sustainable Land Use 102. Rural Business Management | | |
| Amenity Horticulture | 408. Turf Management Cert II- III | | |
| Asset Security | 501. Security Operations- On Your Guard Cert II 502. Security and Risk Management Cert IV | | |
| Business Services | 201. Administration 202. Legal Admin Cert II - III 203. Front Line Management Cert IV 504. Small Business Management Cert IV 505. Admin Toolbox 2 Dip 506. Human Resources Dip | | |
| Chemicals, Hydrocarbons, and Oil Refining | 204. Chemical and Oil Refining Cert I - IV | | |
| Community Services | 103. Aged and Disability Care Cert II-III 205. Alcohol and other Drug Work Cert II - Dip 206. Home and Community Care Cert II - III | | |

| | | | |
|---|---|--|--|
| | <p>301. Youth Work Cert IV</p> <p>302. Children’s Services Cert III</p> <p>402. Disability and Mental Health Cert II – IV</p> <p>403. Policy, Research and Advocacy Cert IV</p> | | |
| Conservation and Land Management | 507. Conservation and Land Management Cert II | | |
| Electrotechnology | 404. Electrotechnology- Security Cert II | | |
| Equity (including Indigenous) Toolboxes | <p>318. Indigenous Ecotourism Cert IV</p> <p>419. Truvision IT Cert I</p> <p>420. The World of Work Cert I</p> <p>422. Horticulture for Indigenous Learners Cert II</p> <p>423. Learning about Native Title</p> <p>424. Basic Skills in the Cybercentre</p> <p>425. Workplace Trainer (Literacy and Numeracy)</p> | | |
| Film, TV, Radio and Multimedia | <p>303. Multimedia Design Cert III- Adv Dip</p> <p>405. Animation Cert II</p> | | |
| Financial Services | <p>104. Financial Services AQF III</p> <p>207. Accounting Dip – Adv Dip</p> <p>406. Finance - Retail</p> | | |
| General Construction | 401. Building and Construction Cert III | | |
| Hairdressing | 407. Hairdressing Cert II -III | | |
| Horticulture | <p>208. Horticulture</p> <p>304. Horticulture Cert II</p> | | |
| Hospitality | <p>110. Tourism and Hospitality Cert II - III</p> <p>209. Hospitality Dip-Adv Dip</p> <p>409. Kitchen Operations Cert II</p> | | |
| Information Technology | <p>105. Information Technology AQF IV</p> <p>210. Programming Cert IV</p> <p>211. Information Technology Cert IV-Dip</p> <p>306. Data Base Administration Cert IV</p> <p>307. Network Engineering Dip</p> <p>410. Web Design Cert IV</p> | | |

| | | | |
|--|---|--|--|
| | 411. Knowledge Management Dip | | |
| Laboratory Operations | 308. Laboratory Operations Diploma 412. Laboratory Operations Cert III - Dip 413. Laboratory Management Adv Dip 509. Laboratory Management Adv Dip | | |
| Local Government Industry | 310. Local Government Dip | | |
| Meat Industry | 414. Meat Processing Cert III | | |
| Metal and Engineering | 106. Metal and Engineering AQF I-III 511. Metals and Engineering Cert II - IV | | |
| Metalliferous Mining + Coal and Extractive Industries | 311. Mining Cert II - IV | | |
| Museum and Library and Information Services | 309. Library and Information Services Cert IV | | |
| Music Industry | 512. Music Industry Training Cert IV | | |
| National Public Services | 514. National Public Services Cert IV | | |
| Plastic, Rubber & Cablemaking Industries | 312. Plastics, Rubber & Cable Making Cert II – III | | |
| Printing and Graphic Arts | 107. Printing and Graphic Arts AQF II & III | | |
| Property Development and Management | 415. Real Estate Cert IV 513. Real Estate Cert IV | | |
| Retail | 212. Retail Operations Cert II – III 313. Retail Training Cert III 314. Retail Management Cert IV | | |
| Seafood Industry | 315. Aquaculture 416. Inland Aquaculture | | |
| Telecommunications | 316. Call Centres Cert III - IV 317. Call Centres Cert II 417. Call Centres (Credits, Faults, Enquiries) Cert II - IV 418. Call Centres Customer Contact Cert II - IV | | |
| Textiles, Clothing and Footwear | 515. Fashion Textiles, Clothing and Footwear Cert I - III | | |
| Tourism + Hospitality | 108. Tourism AQF III (Toolbox 2) - Retail and International Sales 109. Tourism and Hospitality AQF V & VI (Toolbox 1) - Common Management Units 319. Tourism Dip | | |
| Transport and Distribution | 213. Warehousing Cert II | | |
| Water Industries | 111. Water AQF II to IV | | |
| Workplace Training and Assessment | 112. Workplace Training and Assessment AQF IV | | |

5.1 Which of the following modes describes the usage of Toolboxes?

(You may select as many modes as applicable)

- for off campus delivery
- in mixed mode (partly face-to-face, partly away from class)
- for classroom presentations
- as an optional supplementary resource
- self-directed student learning
- as a workplace training resource
- as a PD exercise for staff
- Other:

5.2 How are Toolboxes being used in course delivery?

(You may select as many options as applicable)

- via a public state-wide Learning Management System
(Example: TAFE VC, NSW Online)
- via a Learning Management System provided by organisation
(Examples: WebCT, Blackboard, Lotus LearningSpace)
- using the previews on the national Toolbox website
- as downloaded pages from the Toolbox Resource Collection (repository)
- through organisation's intranet/internal network
- from original or copied CD Rom
- a print out of Toolbox materials
- Other:

5.3 Please indicate your response to each statement

| Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Toolboxes have had a positive impact on learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would recommend Toolbox resources to other teachers/trainers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The availability of Toolboxes contributes to the uptake of e-learning at this organisation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Any comments about Toolboxes are most welcome.

If you are happy for us to make contact with you about Toolbox usage, please leave your contact details below.

Name:
Organisation:
Phone:
Email:

We would like to thank you sincerely for the time you have taken to respond to our survey.

Appendix C Email cover letter
COVER EMAIL – WIDER VET SECTOR

Dear Toolbox Purchaser,

Through the Australian Flexible Learning Framework national funds have been provided for the development of Toolboxes, e-learning programs to support vocational education and training delivery. In order to understand the reach and impact of Toolboxes and subsequently inform further national initiatives of this kind we are conducting a survey of current Toolbox usage. If you would like further information about toolboxes, click on the live link: <http://www.flexiblelearning.net.au/toolbox>.

You have been selected as a key contact whose organization has purchased a toolbox and who would be able to provide information to assist with this survey. I would appreciate it if you could select the link below and answer the set of questions that should take no more than 10 minutes to complete.

I would be very grateful for your time in contributing to the ongoing usefulness of these national resources. Your input will be highly valued.

Robyn Francis
General Manager
Australian Training Products

*PLEASE NOTE: We prefer that the **key contact** is the only person to complete the survey on behalf of their organisation. PLEASE DO NOT forward the survey link to other people. If you would like to nominate someone else as a key contact please Email Nicole Reichelt: nicole.reichelt@eworks.edu.au with the person(s) name, email contact and which organisation they are from and Nicole will send them the survey link. It is important that we keep track of who we have sent the survey to and who we have received responses from.

To access the survey please click on the link below

SURVEY LINK:
www.toolboxsurvey.com

THE SURVEY CLOSSES ON FRIDAY MARCH 26 C.O.B.

COVER EMAIL – TAFE SECTOR

Dear VET Colleagues,

Through the Australian Flexible Learning Framework national funds have been provided for the development of Toolboxes, e-learning programs to support vocational education and training delivery. In order to understand the reach and impact of Toolboxes and subsequently inform further national initiatives of this kind we are conducting a survey of current Toolbox usage. If you would like further information about toolboxes, click on the live link: <http://www.flexiblelearning.net.au/toolbox> .

You have been recommended as a key contact, a person who would be able to provide information to assist with this survey. I would appreciate it if you could select the link below and answer the set of questions that should take no more than 10 minutes to complete.

I would be very grateful for your time in contributing to the ongoing usefulness of these national resources. Your input will be highly valued.

Rodney Spark
Program Director, Resources for Teaching Learning and Assessment
Australian Flexible Learning Framework

*PLEASE NOTE: We prefer that the **key contact** is the only person to complete the survey on behalf of their organisation. PLEASE DO NOT forward the survey link to other people. If you would like to nominate someone else as a key contact please Email Nicole Reichelt: nicole.reichelt@eworks.edu.au with the person(s) name, email contact and which organisation they are from and Nicole will send them the survey link. It is important that we keep track of who we have sent the survey to and who we have received responses from.

To access the survey please click on the link below

SURVEY LINK:
www.toolboxsurvey.com

THE SURVEY CLOSSES ON FRIDAY MARCH 26 C.O.B.

Appendix D Spreadsheets and tables to support the discussion

Table 7 Use of Toolbox by Provider Type.

| | TAFE Institutes [%] | Private RTOs [%] |
|--|------------------------------------|-----------------------------|
| Have used Toolboxes in 2003 and will do so in 2004 | 79 | 46 |
| Non use | 6 | 38 |
| Have not used Toolboxes in 2003 but will do so in 2004 | 3 | 11 |
| Used in 2003 only | 0 | 5 |

Table 8 Aggregate number of teachers/trainers using Toolboxes in 2003/2004 for course delivery

| | TAFE Institutes | Private RTOs |
|--|------------------------|---------------------|
| Teachers who have used Toolboxes in 2003 | 646 | 140 |
| Teachers who will use Toolboxes in 2004 | 1012 | 192 |

Table 9 Aggregate number of learners enrolled in courses where Toolboxes have been used in 2003 and will be used in 2004 by provider type

| | TAFE Institutes | Private RTOs |
|--|------------------------|---------------------|
| Learners who have used Toolboxes in 2003 | 11,184 | 2148 |
| Learners who will use Toolboxes in 2004 | 15,503 | 3032 |

Table 10 TAFE teacher and learner usage of Toolboxes in 2003 and will be used in 2004 by state or territory

| | TAFE teachers | | TAFE learners | |
|------------------------------|---------------|------|---------------|-------|
| | 2003 | 2004 | 2003 | 2004 |
| Victoria | 207 | 336 | 4247 | 5805 |
| Western Australia | 167 | 211 | 3908 | 4924 |
| Queensland | 123 | 185 | 1516 | 2150 |
| NSW | 78 | 110 | 646 | 1050 |
| South Australia | 33 | 65 | 390 | 782 |
| Tasmania | 20 | 50 | 250 | 400 |
| Australian Capital Territory | 15 | 50 | 200 | 300 |
| Northern Territory | 3 | 5 | 27 | 92 |
| Total | 646 | 1012 | 11184 | 15503 |

Table 11 Learner usage of Toolboxes in 2003 and will be used in 2004 by provider type and state or territory

| | TAFE Institutes | |
|------------------------------|-----------------|-------|
| | 2003 | 2004 |
| Victoria | 4247 | 5805 |
| Western Australia | 3908 | 4924 |
| Queensland | 1516 | 2150 |
| NSW | 646 | 1050 |
| South Australia | 390 | 782 |
| Tasmania | 250 | 400 |
| Australian Capital Territory | 200 | 300 |
| Northern Territory | 27 | 92 |
| Total | 11184 | 15503 |

Table 12 Mode of delivery of Toolboxes by provider type

| | TAFE Institutes |
|--|------------------------|
| Original or copied CD Rom | 41 |
| Learning management system provided by organization | 25 |
| Organisation's intranet/internal network | 24 |
| Public statewide learning management system | 22 |
| Print out of Toolbox materials | 21 |
| Previews on the national Flexible Learning Toolbox website | 20 |
| Downloaded pages from the Toolbox Resource Collection (repository) | 14 |
| Other | 1 |

Table 13 Mode of use of Toolboxes by provider type.

| | TAFE Institutes |
|---|------------------------|
| Mixed mode | 51 |
| Optional supplementary resource | 38 |
| Off campus delivery | 34 |
| Classroom presentations | 32 |
| Self-directed learning | 31 |
| Professional development exercise for staff | 24 |
| Workplace training resource | 19 |
| Other | 1 |

Satisfaction levels

Table 14 Impact on learning: Provider type (frequency)

| Toolboxes have a positive impact on learning | | | | | | | |
|--|-------------------------|----------------|-------|---------|----------|-------------------|-------------|
| | Agree or strongly agree | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | No response |
| TAFE Institutes | 46 | 17 | 29 | 8 | 2 | 0 | 17 |
| RTOs | 46 | 10 | 36 | 11 | 1 | 0 | 43 |

Table 15 Impact on learning: Provider type (percentage)

| Toolboxes have a positive impact on learning [%] | | | | | | | |
|--|-----------------------------|--------------------|-----------|-------------|--------------|-----------------------|-----------------|
| | Agree or strongly agree [%] | Strongly agree [%] | Agree [%] | Neutral [%] | Disagree [%] | Strongly disagree [%] | No response [%] |
| TAFE Institutes | 82.1 | 28.8 | 49.2 | 13.6 | 3.4 | 0.0 | 23.3 |
| RTOs | 79.3 | 10.3 | 37.1 | 11.3 | 1.0 | 0.0 | 43.0 |

Figure 13 "Toolboxes have a positive impact on learning", by provider type [%]

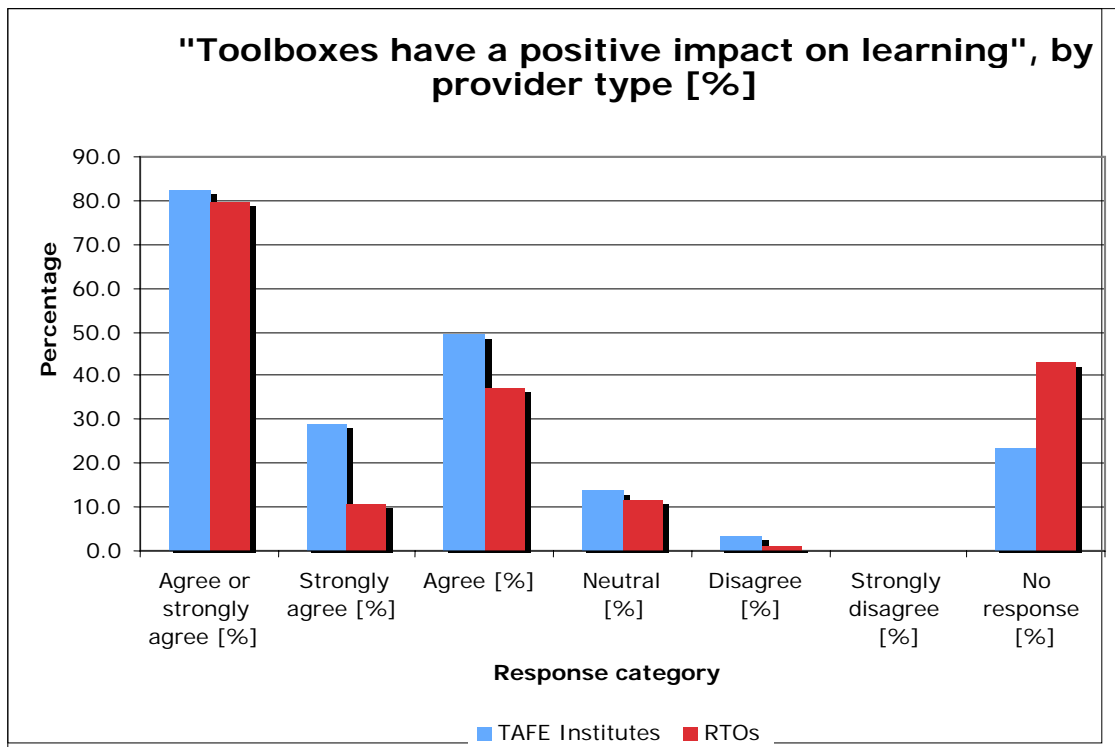


Table 16 Uptake of e-learning: Provider type (frequency)

| Toolboxes contribute to the uptake of e-learning at this organisation | | | | | | | |
|---|-------------------------|----------------|-------|---------|----------|-------------------|-------------|
| | Agree or strongly agree | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | No response |
| TAFE Institutes | 45 | 23 | 22 | 7 | 1 | 2 | 18 |
| RTOs | 40 | 11 | 29 | 14 | 3 | 1 | 43 |

Table 17 Uptake of e-learning: Provider type (percentage)

| Toolboxes contribute to the uptake of e-learning at this organisation | | | | | | | |
|---|-----------------------------|--------------------|-----------|-------------|--------------|-----------------------|-----------------|
| | Agree or strongly agree [%] | Strongly agree [%] | Agree [%] | Neutral [%] | Disagree [%] | Strongly disagree [%] | No response [%] |
| TAFE Institutes | 81.1 | 39.0 | 37.3 | 11.9 | 1.7 | 3.4 | 24.7 |
| RTOs | 70.0 | 11.3 | 29.9 | 14.4 | 3.1 | 1.0 | 42.6 |

Figure 14 "Toolboxes contribute to the uptake of e-learning at this organisation", by provider type [%]

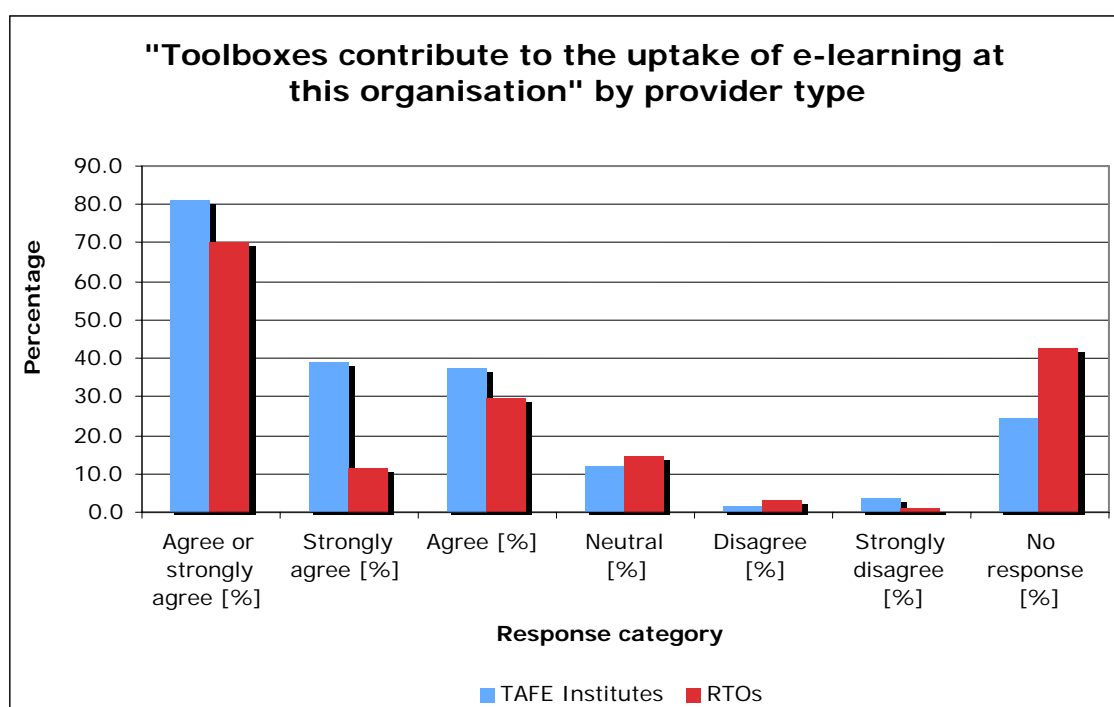


Table 18 Recommending Toolboxes: Provider type (frequency)

| I would recommend Toolboxes resources to other teachers/trainers | | | | | | | |
|--|-------------------------|----------------|-------|---------|----------|-------------------|-------------|
| | Agree or strongly agree | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | No response |
| TAFE Institutes | 48 | 29 | 19 | 6 | 0 | 1 | 18 |
| RTOs | 48 | 16 | 32 | 8 | 2 | 0 | 43 |

Table 19 Recommending Toolboxes: Provider type (percentage)

| I would recommend Toolboxes resources to other teachers/trainers | | | | | | | |
|--|-----------------------------|--------------------|-----------|-------------|--------------|-----------------------|-----------------|
| | Agree or strongly agree [%] | Strongly agree [%] | Agree [%] | Neutral [%] | Disagree [%] | Strongly disagree [%] | No response [%] |
| TAFE Institutes | 87.3 | 49.2 | 32.2 | 10.2 | 0.0 | 1.7 | 24.7 |
| RTOs | 82.8 | 16.5 | 33.0 | 8.2 | 2.1 | 0.0 | 42.6 |

Figure 15 "I would recommend Toolbox resources to other teachers/trainers", by provider type [%]

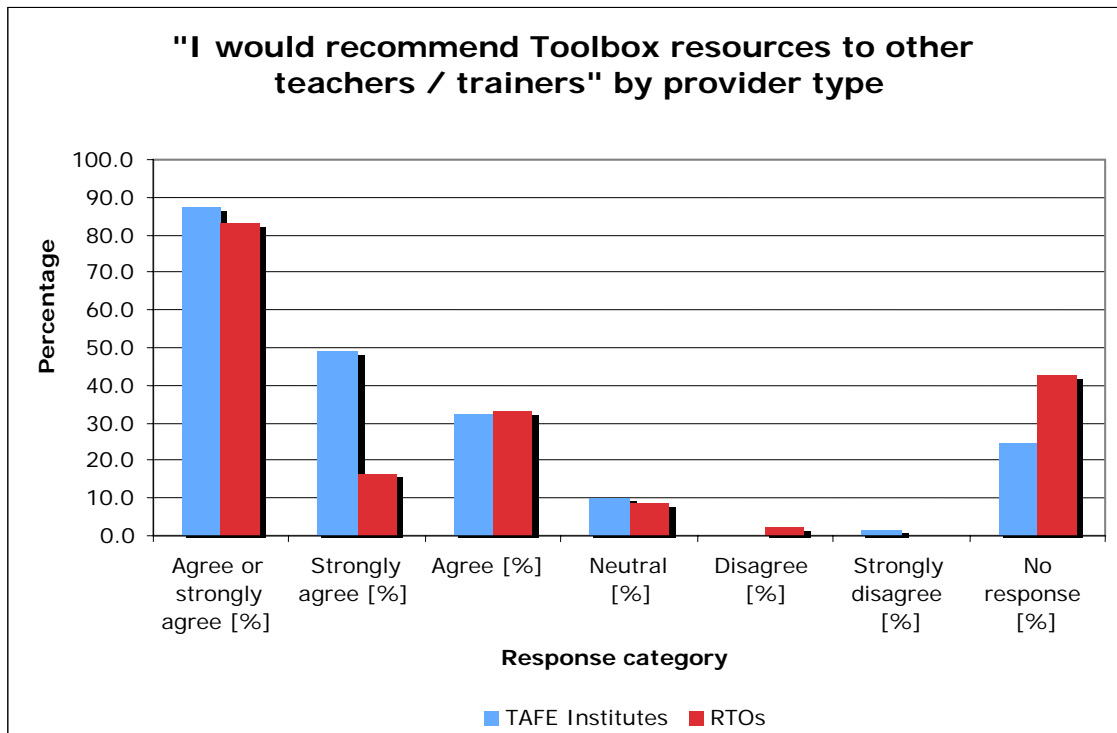


Table 20 Impact on learning: All survey responses (frequency)

| Toolboxes have a positive impact on learning | | | | | | | |
|--|-------------------------|----------------|-------|---------|----------|-------------------|-------------|
| | Agree or strongly agree | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | No response |
| All survey respondents | 107 | 32 | 75 | 20 | 3 | 2 | 34 |

Table 21 Impact on learning: All survey responses (percentage)

| Toolboxes have a positive impact on learning [%] | | | | | | | |
|--|-----------------------------|--------------------|-----------|-------------|--------------|-----------------------|-----------------|
| | Agree or strongly agree [%] | Strongly agree [%] | Agree [%] | Neutral [%] | Disagree [%] | Strongly disagree [%] | No response [%] |
| All survey respondents | 81.1 | 24.0 | 56.8 | 15.2 | 2.3 | 1.5 | 34.0 |

Figure 16 "Toolboxes have a positive impact on learning", all survey responses [%]

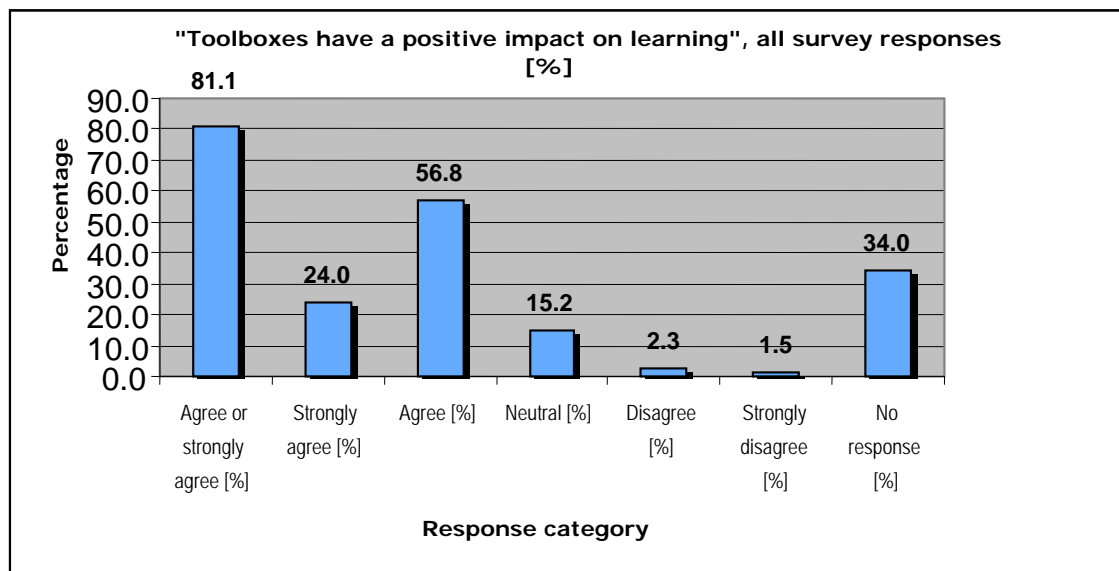


Table 22 Uptake of e-learning: All survey responses (frequency)

| Toolboxes contribute to the uptake of e-learning at this organisation | | | | | | | |
|---|-------------------------|----------------|-------|---------|----------|-------------------|-------------|
| | Agree or strongly agree | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | No response |
| All survey respondents | 102 | 52 | 60 | 16 | 2 | 1 | 69 |

Table 23 Uptake of e-learning: All survey responses (percentage)

| Toolboxes contribute to the uptake of e-learning at this organisation | | | | | | | |
|---|-----------------------------|--------------------|-----------|-------------|--------------|-----------------------|-----------------|
| | Agree or strongly agree [%] | Strongly agree [%] | Agree [%] | Neutral [%] | Disagree [%] | Strongly disagree [%] | No response [%] |
| All survey respondents | 85.5 | 26.0 | 30.0 | 8.0 | 1.0 | 0.5 | 34.5 |

Figure 17 "Toolboxes contribute to the uptake of e-learning at this organisation", all survey responses [%]

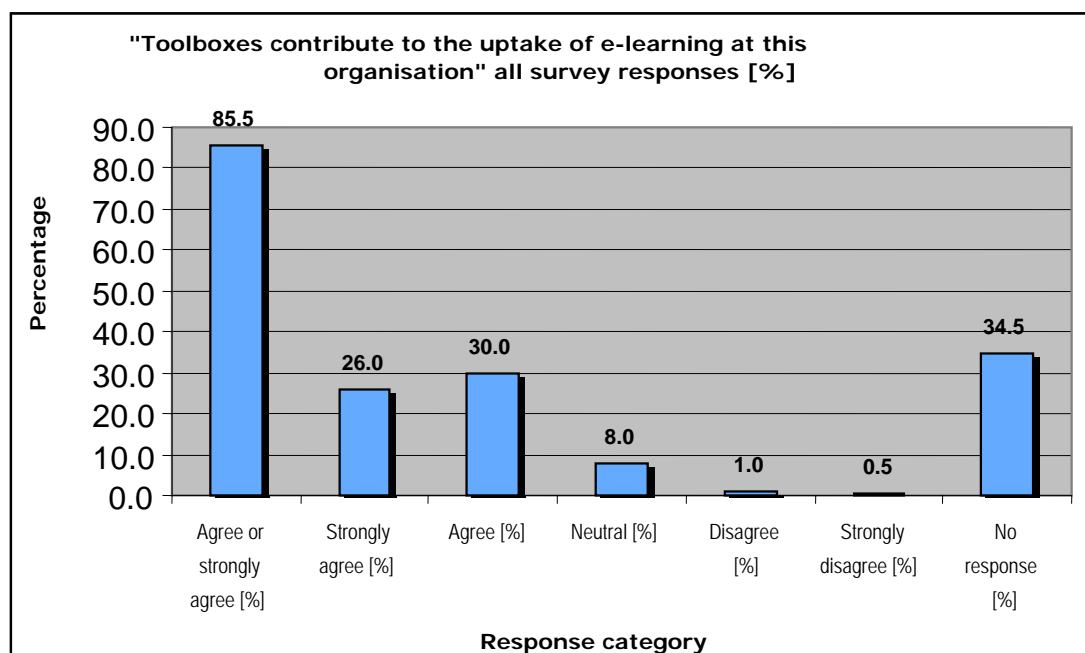


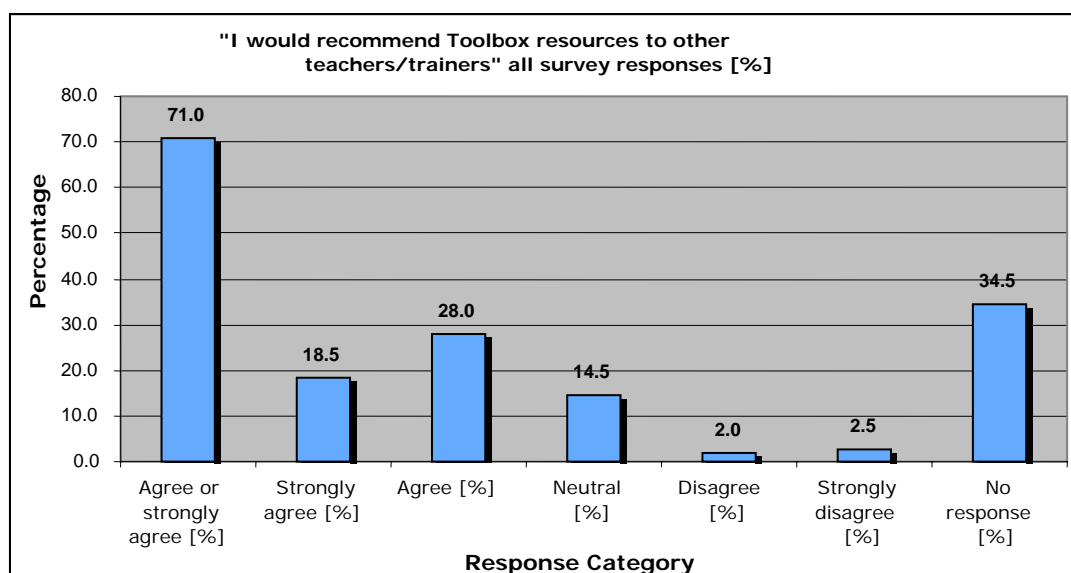
Table 24 Recommend Toolboxes: All survey responses (frequency)

| I would recommend Toolboxes resources to other teachers/trainers | | | | | | | |
|--|-------------------------|----------------|-------|---------|----------|-------------------|-------------|
| | Agree or strongly agree | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | No response |
| All survey respondents | 93 | 37 | 56 | 29 | 4 | 5 | 69 |

Table 25 Recommend Toolboxes: All survey responses (percentage)

| I would recommend Toolboxes resources to other teachers/trainers | | | | | | | |
|--|-----------------------------|--------------------|-----------|-------------|--------------|-----------------------|-----------------|
| | Agree or strongly agree [%] | Strongly agree [%] | Agree [%] | Neutral [%] | Disagree [%] | Strongly disagree [%] | No response [%] |
| All survey respondents | 71 | 18.5 | 28.0 | 14.5 | 2.0 | 2.5 | 34.5 |

Figure 18 "I would recommend Toolbox resources to other teachers/trainers", all survey responses [%]



Toolbox use by Training Package area and provider type.

| | TAFE | Private RTOs | Secondary Schools |
|--------------------------|--|--|---|
| Top 5 in 2003 | <ol style="list-style-type: none"> 1. Community Services 2. Business Services 3. Information Technology 4. Hospitality 5. Retail | <ol style="list-style-type: none"> 3. Community services 4. Workplace Training & assessment 5. Business services 6. Retail 7. Hospitality | <ol style="list-style-type: none"> 1. Horticulture 2. Community services 3. Hospitality 4. Metal & engineering 5. Conservation & Land management Electrotechnology Information technology Telecommunications |
| Top 5 continuing to 2004 | <ol style="list-style-type: none"> 1. Community Services 2. Information Technology 3. Business Services 4. Equity 5. Hospitality Retail | <ol style="list-style-type: none"> 1. Community services 2. Business services 3. Retail 4. Workplace training and assessment 5. Hospitality | <ol style="list-style-type: none"> 1. Community services 2. Horticulture 3. Hospitality 4. Metal & engineering 5. Telecommunications |
| Top 5 new in 2004 | <ol style="list-style-type: none"> 1. Conservation and Land management 2. Business Services 3. Equity 4. Horticulture Hospitality | <ol style="list-style-type: none"> 1. Business services 2. Workplace training and assessment 3. Asset security 4. Community services; Equity; Film TV etc; General construction; Horticulture; Hospitality; Retail | <ol style="list-style-type: none"> 1. Hospitality 2. Horticulture 3. Seafood 4. Community services 5. Equity; Metal & engineering; Textiles, clothing & footwear |

Top Toolboxes for 2003 and nominated for 2004

| | TAFE | Private RTOs | Secondary Schools |
|--------------------------|---|---|--|
| Top 5 in 2003 | 201 Administration 205 Alcohol & other drug work certificate II – Dip 302 Children’s services 301 Youth work Cert IV 410 Web design | 8. 112 Workplace training and assessment AQF IV 9. 212 Retail operations Cert II-III 10. 103 Aged and disability care Cert II-III 11. 302 Children’s services Cert III 12. 202 Legal Admin Cert II-III 13. 203 Frontline Management Cert IV 14. | 302 Children’s services Cert III 103 Aged and disability care Cert II-III 402 Disability and mental health Cert II-IV 404 Electrotechnology – Security Cert II 401 Building & construction 304 Horticulture Cert II 409 Kitchen operations Cert II 210 Programming Cert IV 106 Metal & engineering, I-III 212 Retail operations Cert II-III 317 Call centres Cert II |
| Top 5 continuing to 2004 | 201 Administration 203 Front line management Cert IV 301 Youth work Cert IV 409 Kitchen operations Cert II 212 Retail operations Cert II-III | 212 Retail operations Cert II-III 112 Workplace training and assessment Cert IV 302 Children’s services Cert III 202 Legal administration Cert II-III 203 Frontline management Cert IV 103 Aged & disability care Cert II-III | 302 Children’s services Cert III 103 Aged and disability care Cert II-III 402 Disability and mental health Cert II-IV 304 Horticulture Cert IV 409 Kitchen operations Cert II 210 Programming Cert IV 212 Retail operations Cert II-III 317 Call centres Cert II |
| Top 5 new in 2004 | 410 Web design Cert IV 504 Small business management Cert IV 506 Human resources Dip 507 Conservation and land management Cert II 505 Admin toolbox | 203 Front line management Cert IV 112 Workplace training and assessment Cert IV 201 Administration 506 Human resources Dip | 409 Kitchen operations Cert II 106 Metal and engineering Cert I-III 315 Aquaculture 302 Children’s services Cert III 420 The world of work Cert 1 425 Workplace trainer (Literacy and numeracy) 304 Horticulture Cert II 212 Retail operations Cert II-III 515 Fashion textiles, clothing and footwear, Cert I-II |

Appendix E List of Toolbox Titles accompanied by Training Package areas, competencies and qualifications.

| No | Code | Training Package | Toolbox Title | TPcode | Qualification | AQF | #Quals | #Comps | Status | Released |
|-----------------|------|--------------------------|---|----------------|---|---------------|--------|--------|--------|-----------|
| Series 1 (1999) | | | | | | | | | | |
| 1 | 101 | Agriculture | Agriculture (Series 1) Toolbox for RUA98, Property Management Planning and Sustainable Land Use - AQF V | RUA98 | Property Management Planning & Sustainable Land Use | V | 1 | | NFS | 30-Sep-99 |
| 2 | 102 | Agriculture | Agriculture (Series 1) Toolbox for RUA98, AQF V - Rural Business Management | RUA98 | Diploma in Rural Business Management | V | 1 | | NFS | 30-Sep-99 |
| 3 | 103 | Community Services | Aged and Disability Care (Series 1) Toolbox AQF II and III | CHC99 | Aged Care & Disabilities AQF Levels I and IICerts II & III in Community Services (Aged Care)& Certs II & III (Disabilities) | I, II, III | 3 | | Avail | 30-Sep-99 |
| 4 | 104 | Financial Services | Financial Services (Series 1) Toolbox for FNB99, AQF III | FNB99 | Certificate III in Financial Services | III | 1 | | NFS | 30-Sep-99 |
| 5 | 105 | Information Technology | Information Technology (Series 1) Toolbox for ICA99, AQF IV | ICA99 | Certificate IV in Information Technology (Client Support) | IV | 1 | | NFS | 30-Sep-99 |
| 6 | 106 | Metal and Engineering | *NFS* Metals & Engineering (Series 1) Toolbox for MEM98, AQF I to III - Foundation & Core Units | | AQF 1 - III | I, II, III | | | NFS | 30-Sep-99 |
| 7 | 107 | Printing and Graphic Art | *NFS* Printing & Graphic Arts (Series 1) Toolbox for ICP99, AQF II to III | | Certificate II in Desktop Publishing - Certs II and III in Multimedia - Cert II in Print Design - Traineeship - Cert III in Graphic Pre-Press | II, III | 2 | | NFS | 30-Sep-99 |
| 8 | 108 | Tourism and Hospitality | Tourism (Series 1) Toolbox for THT98, AQF III - Retail Travel Sales and International Retail Sales | THT98 | Certificate III in Retail Travel Sales- Certificate III in International Retail Sales | III | 1 | | NFS | 30-Sep-99 |
| 9 | 109 | Tourism and Hospitality | Tourism & Hospitality (Series 1) Toolbox for THT98 & THH98, AQF II and III - Common and Elective Units | THH97 THT98 | Diploma and Advance Diploma Tourism & Hospitality | II,III, V, VI | 2 | | NFS | 30-Sep-99 |

| | | | | | | | | | | |
|------------------------|-----|---------------------------------------|--|----------------|---|-------------|---|----|-------|-----------|
| 10 | 110 | Tourism and Hospitality | Tourism & Hospitality (Series 1) Toolbox, AQF V and VI - Common Management Units | THH97 THT98 | Hospitality Training Package- Certificate III in Hospitality (Accommodation Services) - Six specialists competencies from the Travel & Tourism Training Package | II, III | 2 | 17 | Avail | 30-Sep-99 |
| 11 | 111 | Water Industry AQF | | | NFS Water (Series 1) Toolbox for UTW98, AQF II to IV | II, III, IV | 3 | | NFS | 30-Sep-99 |
| 12 | 112 | Workplace Training & Assessment | Workplace Training & Assessment (Series 1) Toolbox, AQF IV | BSZ98 | Certificate IV and Statements of Attainment | IV | 1 | | NFS | 30-Sep-99 |
| Series 2 (2000) | | | | | | | | | | |
| 13 | 201 | Business Services | Office Administration (Series 2) Toolbox for BSA97, Diploma | BSA97 | Diploma of Business (Administration) | IV | 1 | | NFS | 6-Mar-01 |
| 14 | 202 | Business Services | Legal Administration (Series 2) Toolbox for BSA97, Cert III | BSA97 | CIII in Business (Legal Administration) | III | 1 | 16 | Avail | 16-Mar-01 |
| 15 | 203 | Business Services | Frontline Management Initiative (Series 2) Toolbox for FMI | BSX97 | CIV Frontline Management | IV | 1 | | Avail | 6-Mar-01 |
| 16 | 204 | Chemical, Hydrocarbons & Oil Refining | Chemical and Oil Refining - Ver.3 (Series 2) Toolbox for PMA98, Cert. I - IV | PMA98 | C1-CIV Process Plant Operations (Chemical & Oil Refining) | I, II, IV | 3 | 20 | Avail | 17-Oct-01 |
| 17 | 205 | Community Services | Alcohol & Other Drugs (Series 2) Toolbox for CHC99, Certs II - IV (2 Disk Pack) | CHC99 | CII - IV, Diploma & Advanced Diploma Community Services (Alcohol & Other Drug Work) | II, III, IV | 3 | 9 | Avail | 12-May-04 |
| 18 | 206 | Community Services | Home and Community Care (Series 2) Toolbox, for CHC99 - Aged Care Work, Certs II and III | CHC99 | CII & III Community Services (Aged Care Work - Home and Community Care) | II, III | 2 | | Avail | 17-Oct-01 |

| | | | | | | | | | | |
|------------------------|-----|----------------------------|---|-------|--|---------|---|----|-------|-----------|
| 19 | 207 | Financial Services | Accounting (Series 2) Toolbox for FNB99, Diploma & AdvDiploma | FNB99 | Dip - Adv Dip in Accounting | IV, V | 2 | 10 | Avail | 3-Jul-01 |
| 20 | 208 | Horticulture | Horticulture (Series 2) Toolbox for RUH98, Levels II -V (7 Disks) | RUH98 | Levels 2 - 5 across training package | II - IV | 3 | | NFS | 17-Apr-01 |
| 21 | 209 | Tourism and Hospitality | Hospitality (Series 2) Toolbox for THH97, AQF III to V | THH97 | AQF3 - 5 across training package | III, V | 2 | 12 | Avail | 6-Mar-01 |
| 22 | 210 | Information Technology | Programming (Series 2) Toolbox for ICA99, Cert. IV (Programmer's Workbench) | ICA99 | CIV in Information Technology (Programming) | IV | 1 | 10 | Avail | 27-Mar-01 |
| 23 | 211 | Information Technology | System Analysis & Design (Series 2) Toolbox for ICA99, Certificate IV | ICA99 | CIV in Information Technology (Systems Analysis & Design) | IV | 1 | 17 | Avail | 12-May-04 |
| 24 | 212 | Retail | Retail Operations (Series 2) Toolbox for WRR97, Certificates I - II | WRR97 | CI & II in Retail Operations | I, II | 2 | 13 | Avail | 12-May-04 |
| 25 | 213 | Transport and Distribution | The Virtual Warehouse (Series 2) Toolbox - Supports Cert II -TDT97 | TDT97 | CII in Transport & Distribution (Warehousing) | II | 1 | 13 | Avail | 16.Mar-01 |
| Series 3 (2001) | | | | | | | | | | |
| 26 | 301 | Community Services | Youth Work (Series 3) Toolbox for CHC99, Cert IV | CHC99 | Certificate IV in Youth Work | IV | 1 | 9 | Avail | 3-Dec-01 |
| 27 | 302 | Community Services | Children's Services Toolbox (Cybertots) for CHC99, Cert. III | CHC99 | Certificate III in Community Services (Child Care) | III | 1 | 23 | Avail | 27-Nov-01 |

| | | | | | | | | | | |
|----|-----|----------------------------------|---|-------|--|-------|---|----|-------|-----------|
| 28 | 303 | Film TV Radio & Multimedia | Multimedia Design (Series 3) Toolbox for CUF01, Certs II - VI (PC only version) | CUF01 | Levels 2- 6 across Training Package | II-VI | 2 | 8 | Avail | 24-Jul-01 |
| 29 | 304 | Horticulture | Horticulture Toolbox for RUH98, Cert II | RUH98 | Certificate II in Horticulture | II | 1 | 12 | Avail | 27-Nov-01 |
| 30 | 305 | IT & Business Admin | Electronic Business Simulation Toolbox for ICA99, Cert II, & BSA97 Cert II | ICA99 | Certificate II in Information Technology- Certificate II in Business (EBS) | II | 1 | 18 | TBA | TBA |
| 31 | 306 | Information Technology | Database Administration Toolbox for ICA99, Cert. IV | ICA99 | Certificate IV in Information Technology (Database Administration) | IV | 1 | 12 | Avail | TBA |
| 32 | 307 | Information Technology | Network Engineering Toolbox for ICA99, Dip. | ICA99 | Diploma of Information Technology (Network Engineering) Networker's Patch Panel | V | 1 | 16 | Avail | 27-Nov-01 |
| 33 | 308 | Laboratory Operations | Laboratory Operations Toolbox for PML99, Dip | PML99 | Diploma of Laboratory Technology | IV | 1 | | NFS | Late |
| 34 | 309 | Library and Information Services | Library & Information Services Toolbox for CUL99, Cert. IV | CUL99 | Certificate IV in Library and Information Technology | IV | 1 | 9 | Avail | 13-Dec-01 |
| 35 | 310 | Local Government Industry | Local Government Toolbox for LGA00, Dip. | LGA00 | Diploma of Local Government (Governance & Administration) | V | 1 | 17 | Avail | 3-Dec-01 |

| | | | | | | | | | | |
|----|-----|--|---|----------------|--|---------|---|----|-------|-----------|
| 36 | 311 | Metalliferous Mining, Coal and Extractive Industries | Mining Toolbox - Supports MNM99, MNC98 & MNQ98, Cert II-Dip | MNM99 MNC98 | Certificate II-Diploma Metalliferous Mining, Coal & Extractive Industries | II | 1 | 19 | Avail | 27-Nov-01 |
| 37 | 312 | Plastic, Rubber and Cablemaking Industries | Injection Moulding Toolbox (Cert. II and III) for PMB98 | PMB01 | Certificate II-III in Process Manufacturing | II, III | 2 | 14 | Avail | ? |
| 38 | 313 | Retail | Retail Operations Toolbox for WRR97, Cert. III | WRR97 | Certificate III in Retail Operations | III | 1 | 11 | Avail | 14-Aug-03 |
| 39 | 314 | Retail | Retail Management Toolbox for WRR97, Cert. IV | WRR97 | Certificate IV in Retail Management | IV | 1 | 11 | Avail | 13-Dec-01 |
| 40 | 315 | Seafood Industry | Aquaculture (Series 3) Toolbox for SFI00, Cert. II | SFI00 | Certificate II in Seafood (Aquaculture) | II | 1 | 12 | Avail | 15-Nov-01 |
| 41 | 316 | Telecommunications | Call Centre Toolbox (Leadership) for ICT97, Cert III & IV | ICT97 | Certificate III-IV in Communications (Call Centre - Leadership) | III, IV | 2 | 11 | Avail | 4-Dec-01 |
| 42 | 317 | Telecommunications | Call Centre Toolbox (No More Hang Ups) for ICT97, Cert II | ICT97 | Certificate II in Telecommunications (Call Centres) | II | 1 | 9 | Avail | 4-Dec-01 |

| | | | | | | | | | | |
|------------------------|-----|----------------------------|---|-------|--|---------|---|----|-------|-----------|
| 43 | 318 | Tourism and Hospitality | Indigenous Ecotourism Toolbox for THT98, Cert IV | THT98 | Certificate IV in Tourism (Natural & Cultural Heritage) | IV | 1 | 15 | Avail | 15-Apr-02 |
| 44 | 319 | Tourism and Hospitality | Tourism - Marketing & Product Development Toolbox for THT98, Dip. | THT98 | Diploma in Tourism (Marketing & Product Development) | V | 1 | 15 | Avail | 27-Nov-01 |
| Series 4 (2002) | | | | | | | | | | |
| 45 | 401 | Building & Construction | Building and Construction Series 4 Toolbox | BCG98 | CIII in General Construction (various) | III | 1 | 8 | Avail | 18-Feb-03 |
| 46 | 402 | Community Services | Case Management (Disability and Mental Health) Series 4 Toolbox | CHC99 | CIII - CIV in Community Services (Disability and Mental Health) | III, IV | 2 | 10 | Avail | 18-Feb-03 |
| 47 | 403 | Community Services | Policy, Research and Advocacy Series 4 Toolbox | CHC99 | CIV - Dip in Community Services (Policy Development , Research and Systems Advocacy) | IV, V | 2 | 7 | Avail | 18-Feb-03 |
| 48 | 404 | Electrotechnology | Electrotechnology Servicing (Security) Series 4 Toolbox | UTE00 | CII in Electrotechnology Servicing (Security)'Hot Wired' | II | 1 | 8 | Avail | 20-Sep-02 |
| 49 | 405 | Film TV Radio & Multimedia | The Animation Series 4 Toolbox | CUF01 | CII - CIII in Screen Production (Animation Strand) | II, III | 2 | 7 | Avail | 5-Oct-02 |
| 50 | 406 | Financial Services | Financial Services (Retail) Series 4 Toolbox | FNB99 | CIII in Finance (Retail) | III | 1 | 13 | Avail | 17-Oct-02 |
| 51 | 407 | Hairdressing | Hairdressing - Series 4 Toolbox | WRH00 | CII - CIII in Hairdressing | II, III | 2 | 15 | Avail | 17-Oct-02 |

| | | | | | | | | | | |
|----|-----|-------------------------------------|--|-------|--|--------|---|----|-------|-----------|
| 52 | 408 | Horticulture | Turf Management | RTF02 | CI - CIII in Horticulture (Turf Management) | I, III | 2 | 9 | Avail | 16-Oct-02 |
| 53 | 409 | Tourism and Hospitality | Kitchen Operations | THH97 | CI in Hospitality (Kitchen Operations) | II | 1 | 12 | Avail | 16-Oct-02 |
| 54 | 410 | Information Technology | Website Design | ICA99 | CIV in Information Technology (Website Design) | IV | 1 | 17 | Avail | 16-Apr-03 |
| 55 | 411 | Information Technology | Knowledge Management | ICA99 | Diploma in Information Technology (Knowledge Management) | V | 1 | 12 | Avail | 30-Mar-04 |
| 56 | 412 | Laboratory Operations | Laboratory Operations Series 4 Toolbox | PML99 | OperationsCIII - Diploma in Laboratory Technology (Series 3 extension) | III, V | 2 | 7 | Avail | 8-Jan-04 |
| 57 | 413 | Laboratory Operations | Laboratory Management Series 4 Toolbox | PML99 | Adv Dip in Laboratory Operations | VI | 1 | | NFS | TBA |
| 58 | 414 | Meat Industry | Meat Safety | MTM00 | CIII in Meat Processing (Meat Safety) | III | 1 | 8 | Avail | 4-Jun-03 |
| 59 | 415 | Property Development and Management | Real Estate Series 4 Toolbox | PRD01 | Sold! CIV in Property (Real Estate) | IV | 1 | | NFS | TBA |
| 60 | 416 | Seafood Industry | Inland Aquaculture Series 4 Toolbox | SFI00 | AQF Levels III - V in Seafood (inland aquaculture) | III-V | 2 | 5 | Avail | 17-Oct-02 |
| 61 | 417 | Telecommunications | Customer Contact Centre (Faults, Credit, Enquiries) Series 4 Toolbox | ICT97 | CII - IV in Telecommunications (Call Centres)(Series 3 Extension) | II, IV | 2 | 11 | Avail | 16-Oct-02 |

| | | | | | | | | | | |
|----|-----|---|---|-------|--|------------|---|----|-------|-----------|
| 62 | 418 | Telecommunications | Customer Contact Centre (Sales) Series 4 Toolbox | ICT97 | CIII in Telecommunications (Call Centres)(Series 3 extension) | III | 1 | 8 | Avail | 16-Oct-02 |
| 63 | 419 | Truvision - IT Help Desk (for Vision Impaired learners) | Truvision - Equity Toolbox | | CI in Information Technology | I | 1 | 6 | Avail | 30-Aug-02 |
| 64 | 420 | World of Work (supportin the Cert I in Work Education and mapped to other Australia-wide courses) | The World of Work - Equity Toolbox | | CI in Work Education (Vic) - also mapped to Australia -wide courses. | I | 1 | 5 | Avail | 30-Aug-02 |
| 65 | 421 | Horticulture | Horticulture(for indigenous learners) | | AQF Level II-V in Horticulture Streams: Weeds & pests; Irrigation & drainage; Chemical & biological agents | II-IV | 1 | | NFS | TBA |
| 66 | 422 | Horticulture | Horticulture for Indigenous Learners (Revised Series 3 - Certificate II) - Equity Toolbox | | CII in Horticulture | II | 1 | 12 | Avail | 30-Aug-02 |
| 67 | 423 | Learning About Native Title(for indigenous learners) | Learning about Native Title - Equity Toolbox | | Underpinning knowledge resources for units in CI-III Governance & Administration, CIV Management of Physical Environment, and units in Local Government, Land Conservation & Management qualifications | I, II, III | 3 | 6 | Avail | 15-Jan-03 |
| 68 | 424 | Basic Skills in the Cybercentre (literacy & numeracy) | Basic Skills in the Cybercentre (literacy and numeracy) - Equity Toolbox | | Levels I, II & III National Reporting System in reading, writing & numeracy | I, II, III | 3 | 0 | Avail | 12-Nov-03 |
| 69 | 425 | Online Professional Development Centre(literacy & numeracy support) | On Line Literacy and Numeracy Resource Centre - Equity Toolbox | | For trainers/ assessors supporting learners with literacy & numeracy needs in Cert. in General Education for Adults; and other Training Package qualifications at AQF I & II level. | I, II | 2 | 0 | Avail | 31-Mar-03 |

Series 5 (2003)

| | | | | | | | | | | |
|----|-----|---|---|-------|--|-----|---|----|-------|-----------|
| 70 | 501 | Asset Security | On Your Guard Series 5 Toolbox Supports Certificate II in Security Operations from the Asset Security Training Package PRS98 (superseded by PRS03) | PRS03 | Certificate II in Security Operations | II | 1 | 21 | Avail | 13-Nov-03 |
| 71 | 502 | Asset Security | Security and Risk Management Series 5 Toolbox Supports Certificate IV in Asset Security from the Asset Security Training Package PRS98 (superseded by PRS03) | PRS03 | Certificate IV in Asset Security | IV | 1 | 10 | Avail | 5-Feb-04 |
| 72 | 503 | Automotive Industry Retail, Service and Repair | Panel Beating Series 5 Toolbox Supports Certificate III in Automotive (Vehicle Body - Panel Beating) from the Automotive Industry Retail Service and Repair Training Package AUR99 | AUR99 | Cert III in Automotive (Vehicle Body - Panel Beating) | III | 1 | 24 | Avail | 30-Apr-04 |
| 73 | 504 | Business Services | Small Business Management Series 5 Toolbox Supports Certificate IV in Business (Small Business Management) from the Business Services Training Package BSB01 | BSB01 | Certificate IV in Business | IV | 1 | 11 | Avail | 1-Mar-04 |
| 74 | 505 | Business Services | The Admin Toolbox2 (Specialist Administration, Human Resources, Records Management) Series 5 Toolbox Supports the Diploma of Business Administration and Diploma of Business from the Business Services Training Package BSB01 | BSB01 | Diploma of Business (Business Administration) | V | 1 | 11 | Avail | 5-Feb-04 |
| 75 | 506 | Business Services | Human Resources Series 5 Toolbox Supports Diploma of Business (Human Resources) from the Business Services Training Package BSB01 | BSB01 | Diploma of Business (Human Resources) | V | 1 | 9 | Avail | 2-Dec-03 |

| | | | | | | | | | | |
|----|-----|----------------------------------|---|-------|---|-------|---|----|--------|-----------|
| 76 | 507 | Conservation and Land Management | Conservation and Land Management (CLM) Series 5 Toolbox Supports Certificates I to IV and Diploma level in various streams from the Conservation and Land Management Training Package RTD02 | RTD02 | Cert II in Conservation and Land Management | II | 1 | 10 | Avail | 16-Jan-04 |
| 77 | 508 | Laboratory Operations | Diploma of Laboratory Technology Series 5 Toolbox Supports the training requirements of laboratory technicians at Diploma qualification level from the Laboratory Operations Training Package PML99 | PML99 | Diploma of Laboratory Technology | V | 1 | 6 | Avail | 29-Jun-04 |
| 78 | 509 | Laboratory Operations | Laboratory Management Series 5 Toolbox Advanced Diploma of Laboratory Management from the Laboratory Operations Training Package PML99 | PML99 | Advanced Diploma in Laboratory Operations | VI | 1 | 9 | Avail | 5-Feb-04 |
| 79 | 510 | Maritime | Maritime Operations Series 5 Toolbox Certificate II in Transport and Distribution (Maritime Operations) from the Maritime Training Package TDM01 | TDM01 | Certificate II in Transport and Distribution (Maritime) | II | 1 | 20 | in dev | |
| 80 | 511 | Metal and Engineering | Turning Force - Metals and Engineering Series 5 Toolbox Supports Certificates II to IV in Metals and Engineering from the Metals and Engineering Industry Training Package MEM98 | MEM98 | Certificate II-IV in Metal and Engineering Industry | II-IV | 2 | 7 | Avail | 4-Dec-03 |
| 81 | 512 | Music Industry | Diary of a Sound Hound Music Industry Training Series 5 Toolbox Supports Certificate III & IV in Music, Music Busines & Technical Production from the Music Training Package CUS01 | CUS01 | Certificate IV in Technical Production | IV | 1 | 9 | Avail | 5-Dec-03 |

| | | | | | | | | | | |
|----|-----|-------------------------------------|---|-------|---|-------|---|----|-------|-----------|
| 82 | 513 | Property Development and Management | Real Estate - Virtual Realty Series 5 Toolbox Supports Certificate IV in Property from the Property Development and Management Training Package PRD01 | PRD01 | Certificate IV in Property (Real Estate) | IV | 1 | 18 | Avail | 5-Dec-03 |
| 83 | 514 | National Public Services | National Public Services - Developing People in Government Series 5 Toolbox Supports Certificate IV in Government from the National Public Services Training Package PSP99 | PSP99 | Certificate IV in Government | IV | 1 | 10 | Avail | 16-Jan-04 |
| 84 | 515 | Textiles, Clothing and Footwear | Fashion - Textiles, Clothing and Footwear Series 5 Toolbox Supports Certificate I to III in Clothing Production from the Textiles, Clothing and Footwear Training Package LMT00 | LMT00 | Certificate I-III in Clothing Production | I-III | 2 | 7 | Avail | 16-Jan-04 |
| 85 | 516 | Music Industry | Deadly Jam Music Festival Series 5 Equity Toolbox Supports Certificate II - IV in Music from the Music Training Package CUS01 | CUS01 | Certificate II-IV in Music | II-IV | 3 | 12 | Avail | 8-Sep-04 |
| 86 | 517 | Building & Construction | Building Skills Series 5 Equity Toolbox Supports Certificate III in Building and Construction from the General Construction Training Package BCG98 | BCG98 | Certificate III in Building and Construction | III | 1 | 4 | TBA | |
| 87 | 518 | Conservation and Land Management | Cultural Resource Management Series 5 Equity Toolbox Supports Certificate III in Cultural Resource Management from the Conservation and Land Management Training Package RTD02 | | Certificate III in Cultural Resource Management | III | 1 | 4 | TBA | |

| | | | | | | | | | | |
|----|-----|-----------------------|--|--|---|------|---|---|-------|-----------|
| 88 | 519 | Where's the Party at? | Where's the Party at? Series 5 Equity Toolbox | | aligns to Certificate in General Education for Adults | CGEA | 1 | 0 | Avail | 22-Jun-04 |
|----|-----|-----------------------|--|--|---|------|---|---|-------|-----------|

Series 6 (2004)

| | | | | | | | | | | |
|----|-----|------------------------|-----|-------|---|------|---|----|--------|--|
| 89 | 601 | Business Services | tba | BSB01 | CIV Frontline Management | IV | 1 | 5 | in dev | |
| 90 | 602 | Community Services | tba | CHC02 | CIII in Community Services (Aged Care) | III | 1 | 2 | in dev | |
| 91 | 603 | Financial Services | tba | TBA | CIII in Financial Services | III | 1 | 10 | in dev | |
| 92 | 604 | Food Processing | tba | FDF03 | CIII in Food Processing (General Foods) | III | 1 | 8 | in dev | |
| 93 | 605 | Horticulture | tba | RTF03 | CIII to Dip Hort & CII to Dip in Irrigation (Amenity) | II-V | 4 | 11 | in dev | |
| 94 | 606 | Information Technology | tba | TBA | Dip of IT (Web & Db dev) | V | 2 | 8 | in dev | |
| 95 | 607 | Training & Assessment | tba | BSZ04 | CIV in TAA | CIV | 1 | 13 | in dev | |

Series 7 (2004) TBA Do Not Distribute until Contracts Confirmed!

| | | | | | | | | | | |
|-----|-----|---|-----|-------|---|--------|------|--------------|--------|--|
| 97 | 701 | Correctional Services (Difficult Clients) | tba | New | Cert III in Correctional Practice, Cert IV in Correctional Practice, Dip.of Correctional Admin. | III-IV | 3 | 5 | in dev | |
| 98 | 702 | Health Training | tba | HLT02 | Infection Control | | 3 | 3 | in dev | |
| 99 | 703 | Health Training | tba | HLT02 | Food Safety | | Var. | 4 | in dev | |
| 100 | 704 | Health Training (Nursing) | tba | HLT02 | HLTHIR1A Intro to Health | III-IV | (25) | 1 | in dev | |
| 101 | 705 | Sport and Recreation | tba | HLT02 | n/a | II-IV | 10 | 8 | in dev | |
| 102 | 706 | Drilling Industry | tba | DRT03 | 'Method of Drilling' Standards | | | 11 (10 opt.) | in dev | |
| 103 | 707 | Electrotechnology Industry | tba | UTE99 | Cert. I in Sustainable Energy | I | 1 | 2 | in dev | |
| 104 | 708 | Transport and Distribution | tba | TDT02 | Cert. II in Transport & Distribution (Warehousing) | II | 1 | 8 | in dev | |

Appendix F TAFE Institutes that have been involved in Toolbox development for either Series 3, 4, 5 and/or 6.

| State | TAFE Institute |
|-------|--|
| ACT | 1. Canberra Institute of TAFE |
| | Total – 1 (Only one TAFE in ACT) |
| NSW | 2. Hunter Institute |
| | 3. New England |
| | 4. Northern Sydney Institute |
| | 5. Open Training & Education Network |
| | 6. Riverina Institute |
| | 7. Sydney Institute |
| | 8. South Sydney Institute |
| | 9. South Western Sydney Institute |
| | 10. Western Institute |
| | 11. Western Sydney Institute |
| | Total – 10 out of 12 (83% of NSW TAFEs) |
| NT | - |
| | Total – 0 out of 2 |
| QLD | 12. Barrier Reef Institute |
| | 13. Open Learning Institute of TAFE |
| | 14. Southbank Institute |
| | 15. Tropical North Queensland Institute |
| | 16. Wide Bay Institute |
| | Total – 5 out of 15 (33% of Qld TAFEs) |
| SA | 17. Adelaide Institute |
| | 18. Douglas Mawson |
| | 19. Spencer Institute |
| | Total – 3 out of 8 (37% of SA TAFEs) |
| Tas | 20. TAFE Tasmania |
| | Total – 1 (only one TAFE in Tasmania) |

| | |
|-----|---|
| VIC | 21. Box Hill TAFE |
| | 22. Chisholm |
| | 23. Gordon Institute |
| | 24. Kangan Batman Institute |
| | 25. Holmesglen |
| | 26. NMIT |
| | 27. RMIT |
| | 28. South West TAFE |
| | 29. Swinburne University of Technology (TAFE) |
| | 30. VUT |
| | 31. William Angliss TAFE |
| | TOTAL – 11 out of 18 (61% of Vic TAFEs) |
| WA | 32. Curtin |
| | 33. Challenger |
| | 34. Central TAFE |
| | 35. CY O’Connor College of TAFE |
| | 36. Great Southern TAFE |
| | 37. Kimberley College |
| | 38. South West Regional College |
| | 39. West Coast |
| | TOTAL – 8 out of 11 (73% of WA TAFEs) |
| | GRAND TOTAL – 39 out of 67 TAFE Institutes (58%) |