WINNER

BEST IMPLEMENTATION OF A BLENDED LEARNING SOLUTION

VICTORIA POLYTECHNIC

PROJECT 100 - VICTORIA POLYTECHNIC'S BLENDED LEARNING MODEL

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Since 2012, the Victorian TAFE sector has suffered a significant drop in student numbers and revenue. This impact was a result of the implementation of a student-driven model whereby government funding follows the student. The impact of this model enabled enormous growth in the Private Sector and created fierce competition. In 2014, Victoria Polytechnic management recognised that the existing business model was not responsive to dramatic changes in government policy, digital disruption and changing job trends.

Project 100 was key to Victoria Polytechnic re-establishing itself as a reputable provider of quality education, the new model involved a change management process that touched every corner of the business, its main focus was to design, develop and implement a learning journey that focused on:

- The student experience;
- Training aligned to industry's current and future needs;
- High quality training material;
- Practical skill based workshops;
- Training in the workplace;
- Appropriate use of digital technologies and
- Adherence to government quality

standards and reporting requirements.

The objective of vocational education is to provide students with training that prepares them for the workforce. The design of the blended learning model focused on the student, providing a student friendly experience to ensure they acquire the skills that are relevant to industry now and in the future.

Project 100 targets student users through a strategic investment in redesigning 100 Vocational Education and Training (VET) qualifications across all disciplines, following a blended learning model. The objective of the project was to build engaging, high-quality, modular training programs, enabled by technology, focusing on skill development and preparing students for the workforce.

The project included: 100 qualifications (approximately 75,000 hours of learning), over 3000 units of competency, 12000 assessment tasks re-created and 73 project teams formed. The 100 qualifications selected for redesign were chosen based on Victoria Polytechnic's ability to grow student numbers in Health, Community Services and Trades.

The ADDIE Model of instructional design was used as a framework supported by: Accelerating Implementation Methodology

to support the change management and implementation process; Project Management Framework to support project timelines, deliverables, stakeholder management and communications; Agile development to support rapid eLearning development, LEAN thinking to support the process driven approach required to visualise redesign. A project website was created to support staff throughout the re-design and implementation process.

The design of the blended learning model allowed for the introduction of innovations including: virtual reality learning experiences, coding the Humanoid robot, scenario-based eLearning for First Aid and blended learning in Mandarin.

Although *Project 100* affected many areas of the business, the target audiences directly impacted by the implementation were teachers, teaching managers, students and commercial clients. The following metrics evaluated the implementation: growth in student numbers, increase in commercial clients, interviews with internal and external clients, a student survey at the commencement and at the end of a course, and data analytics extracted from the Learning Management System.