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# Learning Technologies- Post FELTAG

Steve Nichols

Funding Policy Implementation Manager



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# Context

- Devolution of funding
- Area Reviews
- Increasing loans budgets (flexible learning-opportunity for expansion)
- General stakeholder commitment-coalition lead by JISC



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# **Our role in taking the FELTAG agenda forward**



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# Introduction

Within the Government response to FELTAG the Skills Funding Agency had a number of actions focussed on removing obstacles/barriers to online learning.

These actions fall into three main categories:

- Collection of information and evidence
- Consultation with the sector and stakeholders
- Review of funding policy/system



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# A new ILR field to collect evidence

- The SFA introduced a new field in the 14/15 ILR to collect evidence on the current proportion of curriculum design (POD) delivered by computer mediated activity rather than by a lecturer
- This is only to collect evidence
- It will not affect funding in AY 15/16 or 16/17 and it will not form part of a providers audit



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# Definition and Results

“The proportion of the curriculum design delivered by computer mediated activity rather than by a lecturer. This activity replaces face to face lecturing time and not time spent on researching information on the web”

POD is based on learning aims rather than learner numbers

728 providers responded from a possible 1196



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# Draft results by provider type

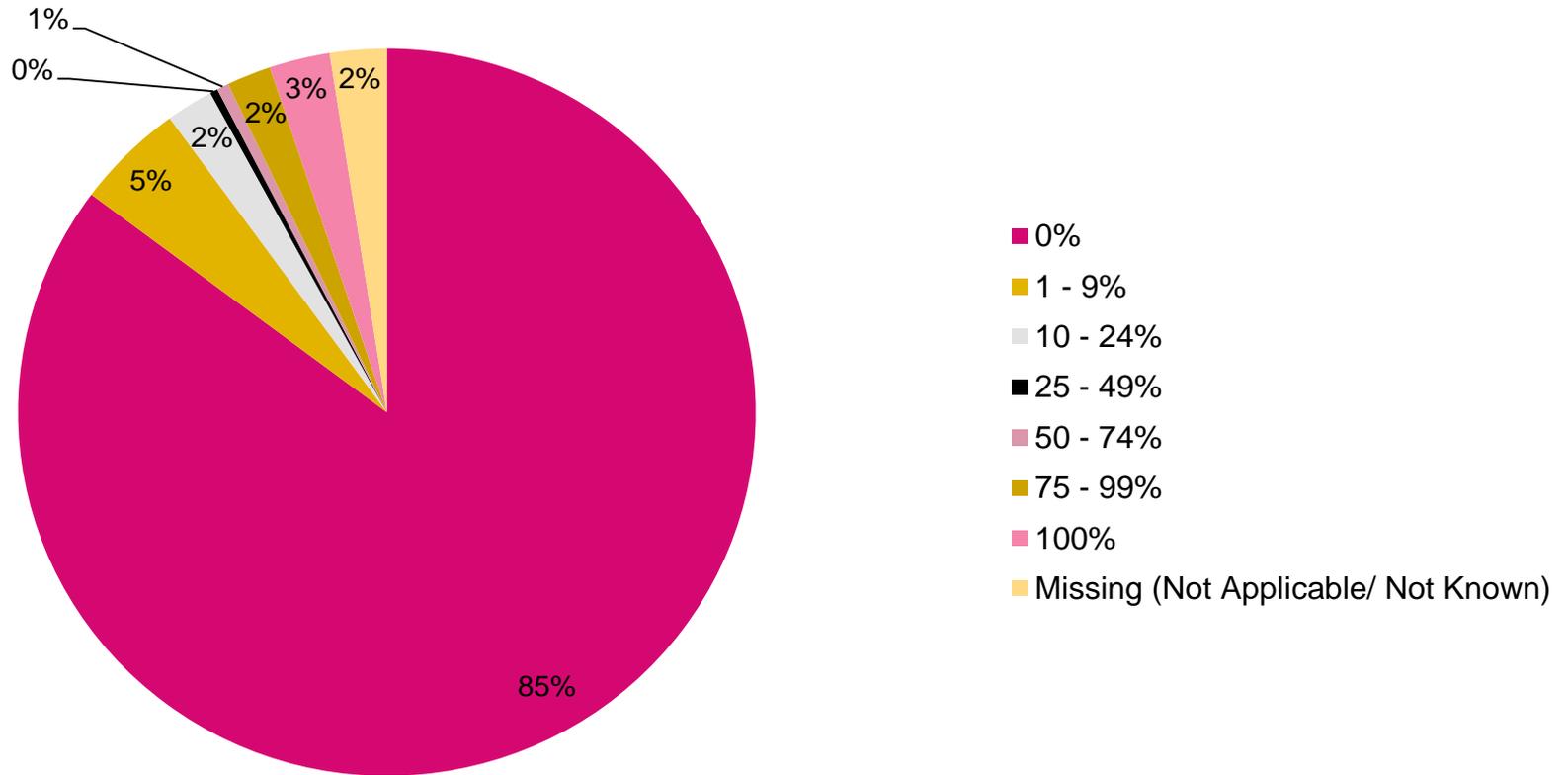
	0%	1 - 9%	10 - 24%	25 - 49%	50 - 74%	75 - 99%	100%
Academy-Sponsor Led	487						
Central Government Department							1
Charitable Trust			15	8	26		5
Charitable Unincorporated Association	1005	4	17				
Community Interest Company	2865	21	754	398	469	112	1089
General FE College incl Tertiary	1514722	57128	29134	2510	1296	7674	23100
Higher Education Organisation	2763	12	107	1			
Limited Liability Partnership	926						
Local Authority Dept	3316						
Local Authority with an Education remit	243636	11293	2749	752	582	226	533
Local Authority without an Education remit	223	216					
NHS-Other Organisations	50						
PRI/LBG/NSC (Use of Limited exemption)	13546	365	495	273	32	28	169
PRI/LTD BY GUAR/NSC	21463	1215	460	27	58	23	185
Private Limited Company	212989	49368	18875	4995	11081	42511	42390
Public Limited Company	3111	252					105
School-Community	187						
Sixth form college	16949	132	162	10	2	3	767
Sole Trader	182						
Special College	296						
Special college - Agriculture and horticulture	8987	976	1108		16	74	647
Special college - Art, design and performing arts	174						
Specialist Designated college	171321	3196					77
Grand Total	2219198	124178	53876	8974	13562	50651	69068



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# Overall Percentage Result

Sum of count of aims





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# Top Aims 50-74% online content

BTEC Certificate in WorkSkills (Entry 3) (QCF)	1785
Functional Skills qualification in Mathematics	1143
Functional Skills qualification in English	872
ECDL Certificate in IT User Skills (QCF)	870
Certificate in WorkSkills (QCF)	595
ECDL Award in IT User Skills (QCF)	572
Award in IT User Skills (ITQ) (QCF)	472
Certificate in Digital Skills (ITQ) (Entry 3) (QCF)	451
Certificate in IT User Skills (ITQ) (QCF)	414
Award in Personal and Social Development (Entry 3) (QCF)	330



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# A Temperature check

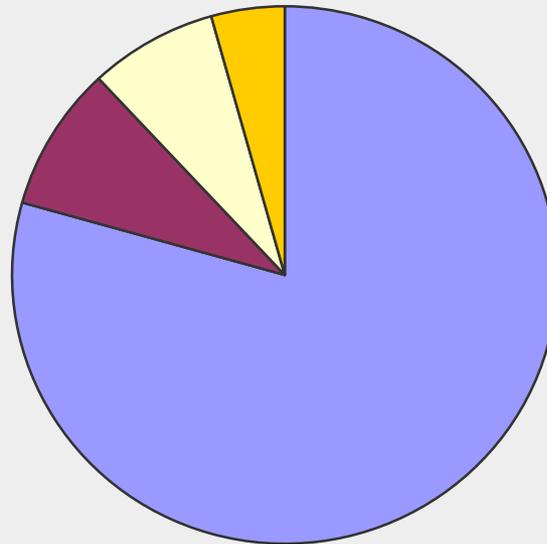
- The SFA also took a temperature check of current SFA providers to understand what the current baseline of online delivery might be
- This intelligence has been used to supplement data collected through the ILR
- Limited response –only 105 providers



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# Results: Temp Check-July 15

On average what level of on-line delivery is currently integrated into your overall learning provision?



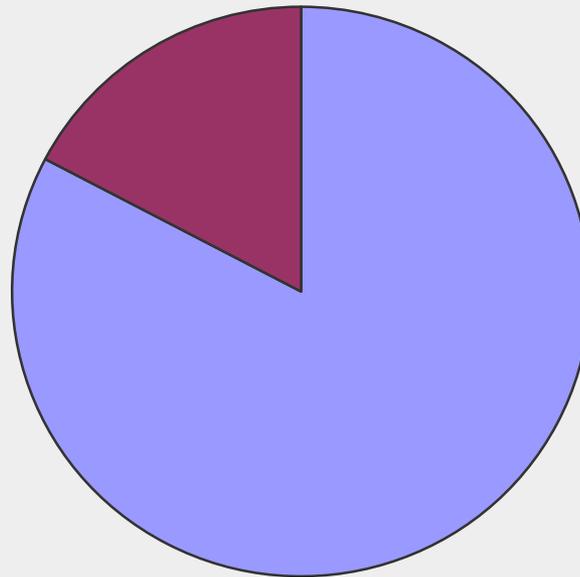
- Up to 10%
- 11%-31%
- 31-50%
- 51% or more than



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# Results Temp Check

Do you expect the percentage of your provision delivered online to increase?



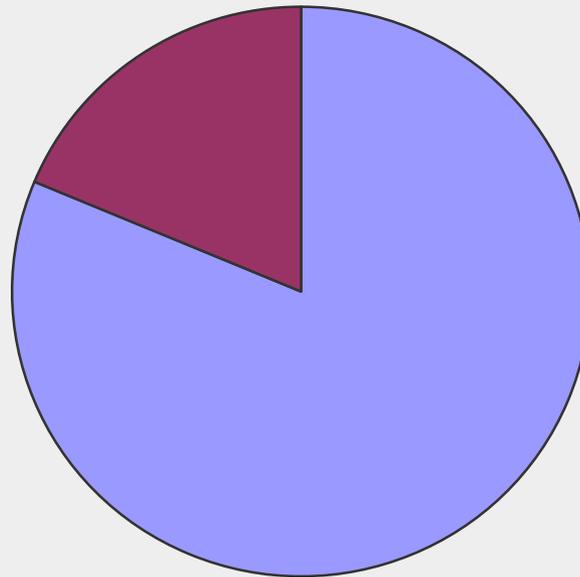
■ Yes ■ No



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# Results Temp Check

Does your organisation have a long term strategy to increase the percentage of provision delivered on-line?



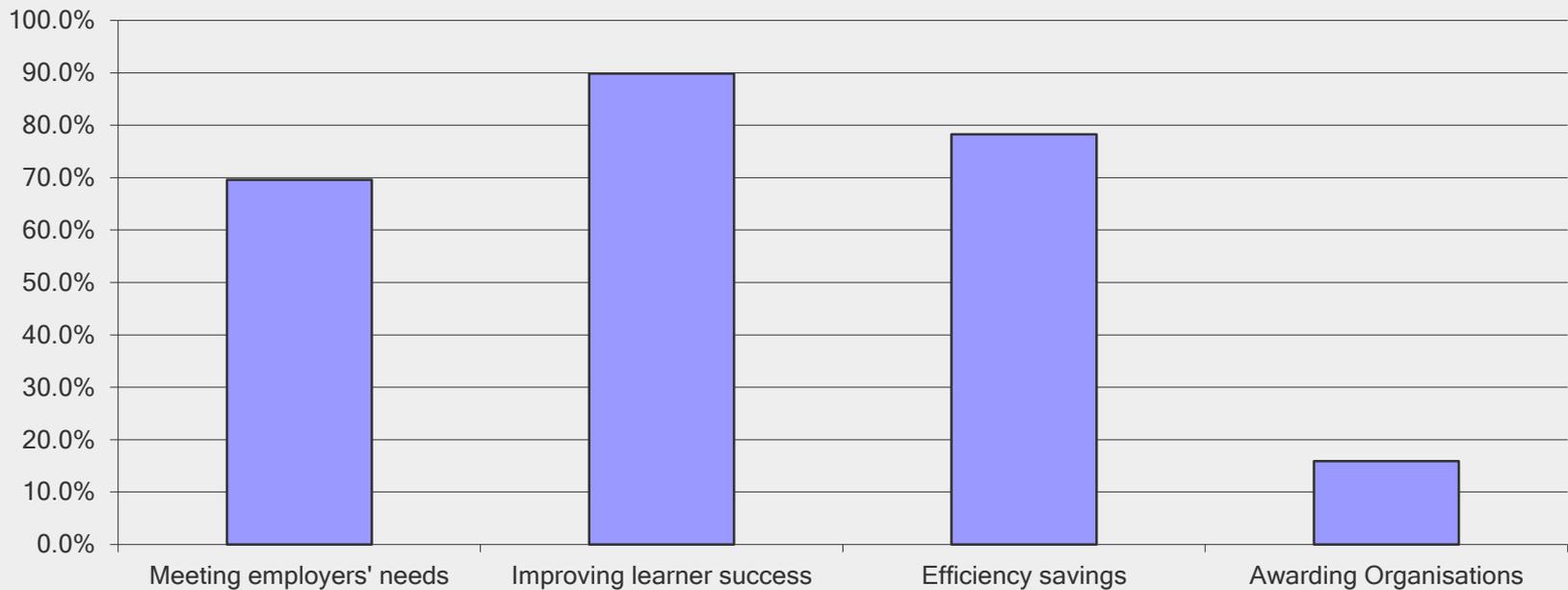
■ Yes ■ No



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# Temp check Results

If yes, what are your top three drivers for this strategy?





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# Jisc e- assessment survey results

- Most organisations (around 70%) are using e-assessment on a day-to-day basis but, in many cases, its impact across an organisation is limited
- e-Assessment has been embedded in most organisations over the last five years
- Organisations are using a wide variety of e-assessment – testing, e-portfolios, formative testing systems but the overall picture, particularly for tracking systems and e-portfolios is mixed
- Over half of respondents have had a good experience of e-assessment, but that means that just under half haven't



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# Barriers to e-assessment

- Technology support on site
- Staff development and training
- System Capacity issues
- Capital shortfall for development



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# Learning Technology Pilots

AY 14/15



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# Major Objectives of pilots

- To evaluate if % online targets will help
- Examine the case for an online funding rate
- Determine if online learning success rates can reasonably be compared with conventional learning
- Confirm if the Agency funding rules or audit present any barriers to development



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# The Scope

We have worked in detail with

- 3 FE Colleges
- 2 Online Delivery learning Providers
- 1 WBL Training Provider

We have also consulted with major stakeholders such as OFSTED, Jisc and Agency funding staff and taken evidence from 4 other providers nominated by NIACE. We have asked NIACE to evaluate the results of the pilots and we have just received the draft findings



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# What were our findings?

## % online learning targets- Will they help?

Most feedback from providers and major stakeholders agreed that this would be difficult to implement and counter-productive.

However FELTAG encouraged greater use of digital technologies to engage learners more effectively and ensure greater value for money. We stand by this ambition.



# Findings

## Examine the case for an online funding rate

- Difficult because of the number of online delivery methods e.g. Pure, blended, support options
- There is no consensus definition or interpretation of online learning among stakeholders or providers. Current understanding is confused and terms are used interchangeably, making it difficult for the Agency to implement an online funding rate



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# Online Learning Definitions

- Remote Learning completed away from the classroom, with no face-to-face engagement between tutor and learner
- Mix of remote online learning and face-to-face delivery
- The mix of online and face-to-face delivery in a classroom/workshop
- The mix of online and face-to-face delivery across a range of contexts-classroom/workplace

**If we are to link this to funding we must be clear which definition we are using!**



# Findings

Determine if online learning success rates can reasonably be compared with conventional learning

- Using the Agency calculation of success rates being a product of retention multiplied by achievement, pilots demonstrated that online learning courses on average have similar success rates to traditionally delivered courses
- Success rates for online learning can be high and sometimes better than conventional learning for specific curriculum areas



# Findings

## Determine if the Agency funding rules or audit present any barriers to development

- Liaison with providers, major stakeholders and Agency departments confirm that there are no major regulatory/funding rules that are currently a barrier to the further development of online learning
- However the perception is there and we do need to improve communication and support for providers for implementation of funding rules and audit procedures for online learning. This should include examples of acceptable practice and preparation for audit



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# Other Recommendations

- Encourage continued investment in content and ICT infrastructure- Will become responsibility of LEP's
- Encourage use of 24+ loans for online courses through increased information and guidance for providers and learners
- All publicly online course development should be available as Open Education Resources for use and adaptation across the sector
- The Agency should review provider registration rules to enable online companies to compete for provision



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# Questions and close