

Appendix 1

Primary KPIs

A total of 13 primary KPIs have been developed as below:

1. Percentage of starters per course per month
2. Outstanding learners between activation and on-course stages per month per course
3. Percentage of learners enrolled per month per course
4. Percentage of full completers per month per course
5. Number of practice test attempts per month per course
6. Percentage of learners certified per month per course
7. Percentage of early finishers per month per course
8. Rating/feedback received on content per month per course from mid-course questionnaire
9. Rating/feedback received on learning support per month per course from mid-course questionnaire
10. Rating/feedback received on learning environment management per month per course from mid-course questionnaire
11. Rating/feedback received on content per month per course from exit-course questionnaire
12. Rating/feedback received on learning support per month per course from exit-course questionnaire
13. Rating/feedback received on learning environment management per month per course from exit-course questionnaire

ROLES AND RESPONSIBILITIES

This section defines the roles and responsibilities of training providers and SOLAS.

3.1 Training providers must have the capacity and capability needed for efficient, regular reporting

Specifically, Providers must:

- Have in place and/or develop information systems that enable them to submit relevant KPI data to SOLAS and commit to having in place robust arrangements for collecting and analysing relevant metrics.
- Demonstrate how they will manage and monitor any provision subcontracted to third parties, to ensure that high quality, contract compliant delivery is taking place.
- Outline how they will monitor progress, take actions to correct shortcomings, and demonstrate how they will mitigate risks to successful delivery of the service.
- Demonstrate how they will collect and use feedback from learners and other stakeholders.

Specifically, SOLAS will:

- Contextualise individual provider data as part of the overall picture, carrying out additional analyses as required.
- Work with the provider to agree priorities for future action and, when appropriate, checking subsequent progress.
- Agree on appropriate methods to enable fair comparison between providers.

3.2 Providers must understand the dynamics of the external market and ensure offerings are up to date and relevant for our users

Specifically, Providers must:

- Take proactive steps to understand the dynamics of the market, in particular identification of any gaps that could be filled, skills needs and employer needs
- Proactively identify potential course offerings that will be beneficial to SOLAS, employers and FET learners.
- Participate as strategic and collaborative partners with SOLAS to identify trends, solve problems, address barriers, and ultimately increase the rates of learner success.

Specifically, SOLAS will:

- Shape the strategic direction and priorities of the service, collaboratively building an

exceptional online learning service.

3.3 Providers must demonstrate effective use of funding and value for money

Specifically, Providers must:

- Demonstrate deliverability within the timeframe and good value for money with a long-term and sustainable vision to improve skills and employability prospects for learners.
- Increase engagement ratings and deliver consistently high completion, certification and user satisfaction rates.
- Manage relationships with other partner organisations.

Specifically, SOLAS will:

- Ensure the necessary resources are in place for providers to meet their obligations and service requirements.
- Provide clarity about the purpose and requirements of service.
- Work with providers to ensure compliance with government requirements and/or changes in strategy.
- Commission/conduct periodical value-for-money evaluations in line with strategic review.

3.4 Providers will support learners throughout their journey

Specifically, providers must:

- Supply direct support to learners through their learner-facing staff or some other support mechanism (such as online help).
- Be responsible for providing learners with the amount and quality of support they need to successfully complete their courses.
- Ensure that appropriately qualified staff deliver and assess learning.
- Identify leading practice in online learning and integrate it into the curriculum.
- Design effective and engaging learning materials that facilitate a successful outcome.
- Structure and scaffold learning in line with sound pedagogical practice, designing courses using a provided catalogue of courseware, open-source resources, publicly available resources, and self-designed resources.
- Structure learning and knowledge, checking for engagement and in-line with universal design- for- learning principles.

- Provide processes and policies that ensure that learning materials and strategy are regularly reviewed and modified as appropriate.
- Be responsible for ensuring that learners have opportunities to show they have achieved intended learning outcomes e.g., by making administrative bookings for exams, communicating logistics, receiving and updating certification information in a timely manner on requisite systems.
- Be responsible for marketing and recruitment of learners.
- Be responsible for the appointment and management of e-Tutors.
- Be responsible for the engagement of all learners and their learning journey.
- Be responsible for the management of the learning journey through SOLAS processes and systems.
- Provide a quick, simple and streamlined process for resolving complaints early.
- Ensure that complaints escalated to SOLAS are thoroughly and appropriately investigated.

The responsibilities of SOLAS:

- Support the provider to comply with funding and performance reporting and administration requirements.
- Be the final arbiter if complaints about providers' training provision have to be escalated.
- Provide access to courseware products aligned to certification pathways.

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