

## **Future Digital Inclusion**

### Essential Digital Skills Guidebook

This guidebook contains information on the new Essential Digital Skills (EDS) learning and qualifications. It has been created following the introduction of the EDS standards and framework by the UK government and the launch of the funding entitlement for EDS Qualifications (EDSQ). These skills are vital to ensuring everyone can participate safely and fully, using digital skills in both life and work.

Through this guidebook, we want to share the knowledge and experience Good Things Foundation and our partners in the Online Centres Network have gained over the last year.

We have worked with the Department for Education (DfE) awarding bodies and learners themselves to help inform your delivery of EDS learning and qualifications, as well as referral processes for you to support learners to access other providers.

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## Introduction to Good Things Foundation

[Good Things Foundation](https://www.goodthingsfoundation.org)<sup>1</sup> is the UK's leading digital inclusion charity. Since 2010 it has supported over 3.5 million adults in partnership with the [Online Centres Network](https://www.onlinecentresnetwork.org)<sup>2</sup>. The network is a diverse mix of over 5,000 organisations working to fix the digital divide. Organisations include charities, social enterprises, libraries, housing associations, cafes and more.

As a social change charity we develop free and accessible learning platforms and resources to engage learners such as [Learn My Way](https://www.learnmyway.com)<sup>3</sup> and [Make It Click](https://makeitclick.learnmyway.com/directory)<sup>4</sup>. We provide training, co-design programmes and funding to both support and advocate on behalf of our community network in partnership with Government and other funders.

Together we tackle digital exclusion and promote and deliver digital inclusion activities to those most in need.

Digital Inclusion considers 4 key components to ensure no one is left behind:

- **Access** - Devices and data
- **Motivation**<sup>5</sup> - Considers the barriers and enablers to digital learning
- **Confidence** - Person centred support
- **Skills** - Ability to apply digital skills

Foundation skills are often where centres start - with staff and volunteers guiding learners through their unique learning journey. Supporting learners to develop their essential digital skills may mean guiding them towards their first step in gaining the confidence and self-esteem which will aid them on their route to progression. Other skills and qualities may also have to be developed such as time management and organisational skills - which are fundamental to reaching their goals.

We recognise learners come from many different backgrounds and will vary with the level of support they require. Our model reflects the importance of the relationships formed; to support both engagement and ongoing digital learning.

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<sup>1</sup> [www.goodthingsfoundation.org](https://www.goodthingsfoundation.org)

<sup>2</sup> [www.onlinecentresnetwork.org](https://www.onlinecentresnetwork.org)

<sup>3</sup> [www.learnmyway.com](https://www.learnmyway.com)

<sup>4</sup> [makeitclick.learnmyway.com/directory](https://makeitclick.learnmyway.com/directory)

<sup>5</sup> [tinyurl.com/kdurupyy](https://tinyurl.com/kdurupyy)

## Our social digital inclusion model



**Laura Faulkner, Learning Content Manager at Good Things Foundation** believes:

“Foundation skills are a crucial part of the journey for individual learners. When people start their journey to gain essential digital skills, especially when they’re new to the internet, we need to create the best possible experience for them. At this point it’s not just about the core skills and knowledge that learners need, it’s about understanding their motivations and ensuring they have the confidence to learn more.”

**Jacqui Thompson from Blaydon Library** explains why foundation skills are important for learners:

“You have to find the right starting point with individual people otherwise you knock their confidence. This includes considering the language that is used and understanding basics about data usage”.

**Hayley Nelson, Director of Learn for Life in Sheffield** says:

"Learn My Way and Make It Click have been essential learning resources for our centre's delivery of digital skills training. They are friendly, accessible and offer the flexibility needed for both learners and teachers."

## Chapter 1: Explaining Essential Digital Skills

### What are EDS?

The EDS standards were published by the UK government in 2019.

They define the digital skills adults need to **safely** benefit from, **participate** in and **contribute** to the digital world.

The [standards](#)<sup>6</sup> set out the digital skills needed for work and life at foundation, Entry Level and Level 1.

The [framework](#)<sup>7</sup> has been designed to support providers, organisations and employers across the UK who offer training for adults to secure their essential digital skills. It sets the standards into context.

### Main differences between the EDS framework and the EDS standards

EDS Standards	EDS Framework
States the standards that should be achieved by learners	Contextualises the standards
These are modelled from the framework	Provides specific digital skills for both life and work. Supports the progression and transferability of digital skills
Informs awarding bodies on content, structure and assessment materials for the qualification	Supports providers, employers and organisations across the UK to have a common approach to delivery
Enables learning content to be mapped against the digital skills learned	Introduces foundation skills which are not part of the standards but are a prerequisite for learners who may need to gain the skills to handle and use devices
Standards strands are entitled*: <ul style="list-style-type: none"><li>- Using devices and handling information</li><li>- Creating and editing</li><li>- Communicating</li><li>- Transacting</li><li>- Being safe and responsible online</li></ul>	Framework strands are entitled*: <ul style="list-style-type: none"><li>- Handling information and content</li><li>- Problem Solving</li><li>- Communicating</li><li>- Transacting</li><li>- Being safe and legal online</li></ul>

<sup>6</sup> [tinyurl.com/6jcj3wy9](https://tinyurl.com/6jcj3wy9)

<sup>7</sup> [tinyurl.com/2x6w8c6a](https://tinyurl.com/2x6w8c6a)

\*Explanation: The strand called 'Problem Solving' in the framework does not exist as a single section in the standards. Problem solving was identified as a core skill and therefore it was integrated into each of the other skill areas in the standards. 'Creating and Editing' was promoted to a separate strand in the standards, as that is an important area for basic digital qualifications.

## **Foundation skills**

Foundation skills are pre-entry. They are important skills for some people but they are not subject to assessment.

This includes the ability to turn on the device, interact with the home screen and accessibility features and connect to the internet.

**Alongside Foundation, there are 5 skills areas in the EDS Standards:**

- **Using devices and handling information**

This strand covers knowledge and skills and includes effective use of a device, skills in navigating around the internet, managing and storing information and solving basic technical problems.

- **Creating and editing**

This strand covers knowledge and skills and includes using suitable applications to create and edit different forms of information including words, images and numbers for a range of purposes and audiences.

- **Communicating**

This strand covers knowledge and skills and includes use of appropriate online communication for various audiences and contexts. It includes managing contacts, managing online identities and understanding the implications of a 'digital footprint'.

- **Transacting**

This strand covers knowledge and skills and includes the learner's ability to use services online and buy products and services online securely.

- **Being safe and responsible online**

This strand covers knowledge and skills including how to protect the learner's privacy and data, knowing how to report concerns about online content and minimising potential negative physical and psychological effects of being online.

## EDS printable handout

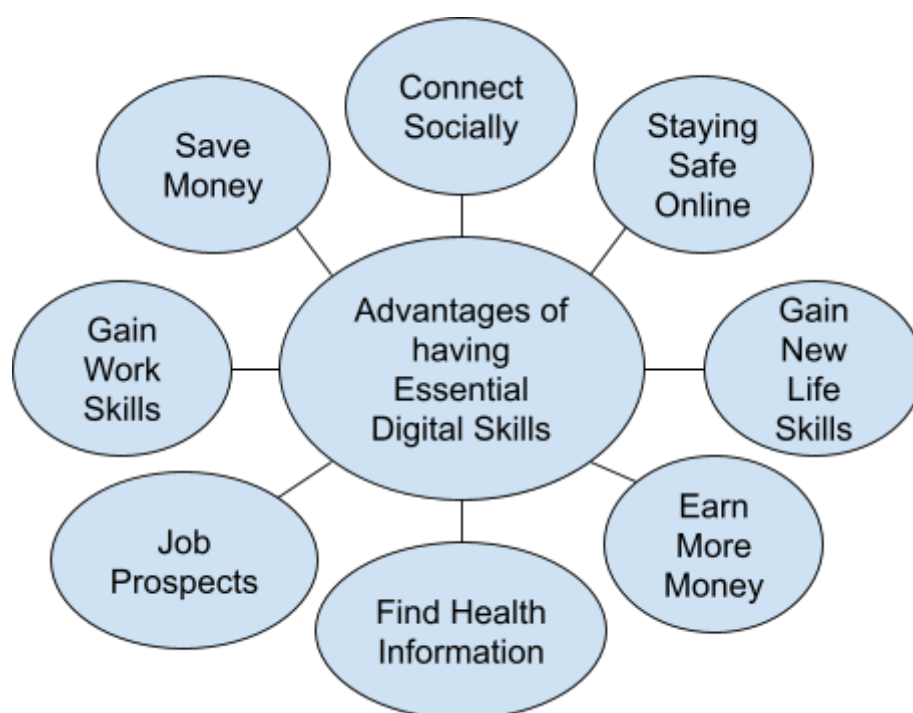
This Leaflet [What are EDS?](#)<sup>8</sup> explains the overall structure to the learner.

## Why are EDS important?

Digital skills are necessary to safely and fully partake in today's world. We know that people with digital skills earn more and have improved employment prospects. Digital skills also promote social connections, helping people to avoid isolation and communicate and engage with the world around them.

And yet [figures](#)<sup>9</sup> released by Lloyds Bank in 2021 show that 10 million people in the UK lack the very basic foundation skills needed for our digital world. This is not okay.

Without the right digital skills people are at risk of being excluded socially, penalised financially and disadvantaged in employment.



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<sup>8</sup> [tinyurl.com/2pzn94s](https://tinyurl.com/2pzn94s)

<sup>9</sup> [tinyurl.com/u92rhe6w](https://tinyurl.com/u92rhe6w)

## Chapter 2: What are EDSQ?

The new Essential Digital Skills Qualifications (EDSQ) have been available for delivery since 2020. The qualification can be gained at a single Entry Level equivalent to Entry Level 3 and at Level 1. Often Entry Level is referred to as 'Skills for Life' and Level 1 as 'Skills for Work'.

The qualifications are approximately 45 guided learning hours. The guided learning hours of individual awarding bodies range between 30 and 50 hours. All of the awarding bodies structure the qualification around the EDS Standards in 5 strands. They all recommend a blended learning approach and some support remote delivery options. They are examined through an online assessment and some providers require completion of tutor assessed activities. There is also a funding entitlement, as detailed later in this chapter.

### The Importance of EDS

The EDS standards have been created by the UK government after consultation with stakeholders including Good Things Foundation and the Online Centres Network. They define the digital skills adults need to **safely benefit** from, **participate** in and **contribute** to the digital world. These skills are therefore important to prevent people from becoming both **digitally and socially** excluded.

Employment is an area where people will be particularly disadvantaged if they do not have EDS. A recent figure from WorldskillsUK states that 92% of employers now require 'basic digital skills' of their employees<sup>10</sup> and this figure will only rise further.

The EDSQ are all based around the EDS Standards and represent formal recognition that a person has these skills. It is an important way of evidencing to employers that an individual is suitably qualified for work.

### Staff Training for EDSQ Delivery

[The Education and Training Foundation](#)<sup>11</sup> has a Continuing Professional Development offer which is designed to upskill staff on the delivery of EDS learning.

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<sup>10</sup> [tinyurl.com/y7fseuzs](https://tinyurl.com/y7fseuzs)

<sup>11</sup> [tinyurl.com/dhskz234](https://tinyurl.com/dhskz234)

A video introducing their offer can be seen on the Good Things Foundation YouTube channel here: [Introduction to Essential Digital Skills CPD Programme](#)<sup>12</sup>.

## Providers of EDSQ

There are currently eight awarding bodies who have been passed by Ofqual to offer the EDSQ. This number is likely to increase over the academic year. An up to date list of those who are approved to provide the qualification can be seen on this list of [approved providers](#). Two of these organisations have worked with Good Things Foundation on the EDSQ Webinar series to present their qualification and explain how to become a delivery partner. The recordings of these sessions can be seen here:

- [Gateway Qualifications](#)<sup>13</sup>
- [The Learning Machine](#)<sup>14</sup>

The awarding bodies offering EDSQ as of Sept 2021 are briefly summarized in the table below:

Awarding Organization and Description	Notes
<b>Gateway Qualifications</b> Offer- Entry Level and Level 1 <a href="#">Gatewayqualifications.org.uk</a>  A not-for-profit Awarding Organisation offering qualifications, Access to HE Diplomas, ESOL and new Essential Digital Skills Qualifications. The first organisation to complete Ofqual's technical evaluation and make EDSQ available to Centres.  <a href="#">EDSQ Details</a> <sup>15</sup>	Hold regular webinar sessions to give you a 360-degree look into the structure, funding options and support to deliver EDSQ.
<b>The Learning Machine</b> Offer- Entry Level and Level 1 <a href="#">tlm.org.uk</a>  TLM is responsible for developing and managing a new family of qualifications called The INGOTs. Members of the INGOTs family provide the UK National Vocational Qualification for IT Users, the ITQ, developed by e-skills, as well as new Computing and Building Information Modelling qualifications that provide headline points in the KS4 performance figures.	TLM have a free <a href="#">initial assessment tool for EDS</a> <sup>17</sup> which You can register to use.

<sup>12</sup> [youtu.be/MNmFBwPvV0I](#)

<sup>13</sup> [youtu.be/ICIP7XVsXCY](#)

<sup>14</sup> [youtu.be/OSkxYUG47gk](#)

<sup>15</sup> [tinyurl.com/b5mce3rs](#)

<sup>17</sup> [baseline.theingots.org](#)

<a href="#">EDSQ Details<sup>16</sup></a>	
<p><b>OCN London</b> (Open College Network London) Offer- Entry Level and Level 1 <a href="http://ocnlondon.org.uk">ocnlondon.org.uk</a></p> <p>OCN London is a not-for-profit awarding organisation that provides national qualifications for colleges, adult education centres, community groups, training providers, charities and employers. Their mission is to help create a fairer society where everyone has an opportunity to benefit from learning, realise their potential and fulfil their goals.</p> <p><a href="#">EDSQ Details<sup>18</sup></a></p>	<p>Currently Ofqual have approved their qualification to deliver skills for life only.</p>
<p><b>Ascentis</b> Offer - Entry Level and Level 1 <a href="http://ascentis.co.uk">ascentis.co.uk</a></p> <p>The Ascentis Group includes Ascentis Awarding Organisation, International Dyslexia Learning Solutions Limited and Premier Training Services (Midlands) Limited. Ascentis is an award-winning provider of cutting edge qualifications for education, training and business in the UK and overseas.</p> <p><a href="#">EDSQ Details<sup>19</sup></a></p>	<p>Ascentis has a <a href="#">pre Entry Level course</a>.<sup>20</sup></p>
<p><b>BCS</b> (British Computer Society) Offer- Entry Level and Level 1 <a href="http://bcs.org">bcs.org</a></p> <p>Working science 1957, BCS is a charity with a royal charter. Their agenda is to lead the IT industry through its ethical challenges, to support the people who work in the industry, and to make IT good for society.</p> <p><a href="#">EDSQ Details<sup>21</sup></a></p>	<p>Currently Ofqual have approved their qualification to deliver skills for work only.</p>
<p><b>NCFE</b> (Northern Council for Further Education) Offer- Entry Level and Level 1 <a href="http://ncfe.org.uk">ncfe.org.uk</a></p> <p>NCFE is a not for profit organisation. They have a strong heritage in learning and have been at the forefront of technical and vocational education for over 170 years. Their core purpose</p>	<p>They have partnered with <a href="#">Skills Forward</a><sup>23</sup> for the initial assessment aspect of EDSQ. This initial assessment does</p>

<sup>16</sup> [t1m.org.uk/essential-digital-skills-edsq](http://t1m.org.uk/essential-digital-skills-edsq)

<sup>18</sup> [tinyurl.com/bvh5k73b](http://tinyurl.com/bvh5k73b)

<sup>19</sup> [ascentis.co.uk/qualifications/digital-skills](http://ascentis.co.uk/qualifications/digital-skills)

<sup>20</sup> [ascentis.co.uk/qualifications/pre-entry-digital-skills](http://ascentis.co.uk/qualifications/pre-entry-digital-skills)

<sup>21</sup> [tinyurl.com/xhsywsss](http://tinyurl.com/xhsywsss)

<sup>23</sup> [www.skillsforward.co.uk](http://www.skillsforward.co.uk)

is to promote and advance learning, with a particular emphasis on supporting social mobility and prosperity.  <a href="#">EDSQ Details</a> <sup>22</sup>	have a cost implication.
<b>Pearson</b> Offer- Entry Level and Level 1 <a href="#">pearson.com</a>  The UK's largest awarding organisation which started in 1836. They work with experts and leaders in the education sector to make sure that they maintain high standards across all their qualifications.  <a href="#">EDSQ Details</a> <sup>24</sup>	
<b>NOCN</b> Offer- Entry Level and Level 1 <a href="#">nocn.org.uk</a>  NOCN Group is an educational charity whose core aims are to help learners reach their potential and organisations thrive.  <a href="#">EDSQ Details</a>	

## Funding for EDSQ

Funding for EDSQ comes from the Adult Education Budget (AEB). The processes required to access this funding are explained by our guest consultant Beej Kaczmarczyk in this presentation: [Accessing Funding](#)<sup>25</sup>. The slides for this presentation can be viewed here: [Slides on Accessing AEB Funding](#)<sup>26</sup>.

## Case study: Becoming an accredited provider

Premier Learning in Rotherham is a member of the Online Centres Network. It works with people from ethnic minorities to improve their digital and English Language skills. Working within the heart of the community, it delivers these skills to vulnerable individuals in areas of high deprivation.

A trustee of Premier Learning says: "We have supported learners through digital skills programmes and helped them with their essential digital skills in many ways over the last year, from courses on using devices and handling information, to being safe and responsible online."

<sup>22</sup> [ncfe.org.uk/sector-specialisms/essential-digital-skills](#)

<sup>24</sup> [tinyurl.com/u5usasu2](#)

<sup>25</sup> [youtu.be/7mE9MgbDYLQ](#)

<sup>26</sup> [tinyurl.com/4br4tjbw](#)

“Becoming an accredited provider and teaching essential digital skills has been integral to the progress and wellbeing of our learners. We have seen the transformational benefits they provide in all areas of our learners lives.”

“Becoming more adaptable and responsive in the way we deliver these skills has been a priority for us, and something we’ve worked hard on for the people we help. The qualifications provide real benefits to their wellbeing and personal outcomes.”

## **Your role as a centre in supporting qualifications: Due Diligence**

Due diligence is the steps you agree to take to ensure you meet the standards as prescribed and includes the information to verify you are able to operate legally and safely.

Each awarding body has their own rules and requires organisations to meet certain criteria before awarding them with a stamp of approval to deliver the EDSQ.

Below is an example of due diligence questions you may be asked and will be required to provide evidence for upon request by the awarding body:

### **Details of Awarding body**

**Note: Evidence will need to be produced upon request.**

Applicant Name	Charity registration number
Name of organisation	Company registration number
	Other registration number
Website	
Social Media Accounts	Twitter
	Linkedin
	Facebook
	Other

Do you have your latest audited accounts that have been externally audited?	Yes	No
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Details and information about your organisations board and members:
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<b>Policies</b>	<b>Yes</b>	<b>No</b>
Does your organisation have the following policies in place?		
i. Health and Safety		
ii. Equal Opportunities Statement		
iii. Data Protection		
iv. Safeguarding policy including DBS requirements if relevant (previously called CRB checks)		
v. Public liability insurance		
Complaints policy and procedures		
Equality & Diversity policy		
Volunteer policy		
Confidentiality policy		
GDPR Compliant		
Employers Liability insurance		

<b>Declaration statement</b>	
Signed for and on behalf of the project applicant:	
Name	
Position	
Date	

## Chapter 3: Supporting People to Learn EDS

### Engaging Learners

The Online Centres Network is an important part of the journey to EDSQ for many learners. Traditionally many learners will not initially engage with formal adult education or consider qualifications. This may be due to having had no positive learning experience since school (62% of Future Digital Inclusion (FDI) learners with no qualifications reported no positive learning experiences since leaving school), a lack of confidence and many other reasons which lead people to believe 'it is not for me'.

The power of informal EDS learning in Online Centres is in providing a space to build the confidence and soft skills of learners alongside their digital skills. This enables people to feel able to progress to formal learning. Evaluation of the FDI project exemplified how Online Centres positively changed learners' intention to progress.

The information in this chapter aims to guide centres in continuing this important support with the new EDSQ in engaging people who need EDS.

### Initial Assessments

- Before starting EDS work with a learner, it is advised to conduct an assessment of their current skills and knowledge. Many Awarding Bodies will offer their own diagnostic tool, for example, [Gateway Qualifications Initial Assessment](#)<sup>27</sup>. The assessments will help you to direct a learner to the correct level of qualification or learning: Entry Level or level one.
- Good Things Foundation: [Planner Tool](#)<sup>28</sup>

This free tool guides Entry Level learners to start their learning journey by using Learn My Way. It is not a true initial assessment as it is a self report tool which asks about only one of the learner's areas of interest in relation to digital skills.

The Planner is written in plain English and based on the EDS Standards. It consists of a short multiple choice of questions and produces a personalised list of Learn My Way courses for the individual learner. To use this tool, the user must have a Learn My Way account with a centre number.

The following documents are a guide to use The Planner effectively:

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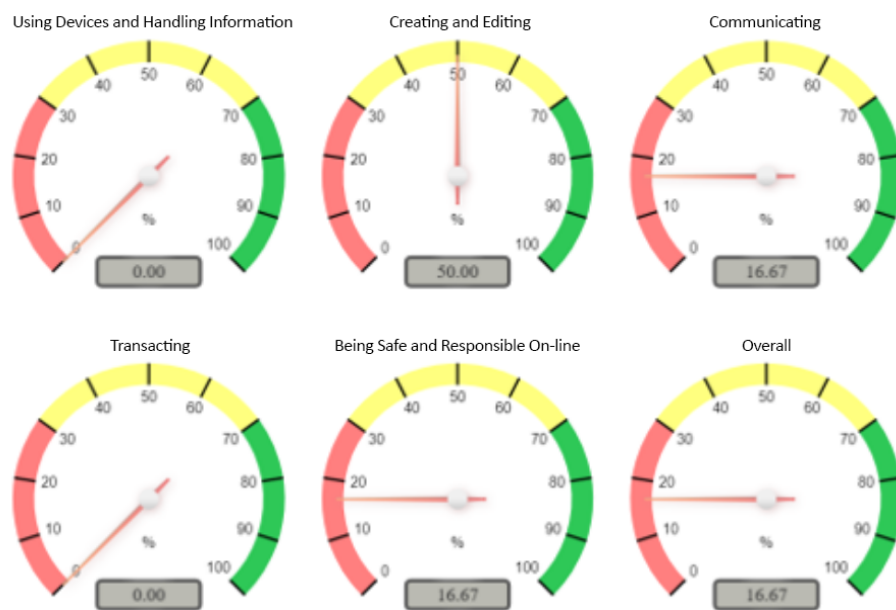
<sup>27</sup> [tinyurl.com/pwfj8f3k](https://tinyurl.com/pwfj8f3k)

<sup>28</sup> [www.learnmyway.com/planner](https://www.learnmyway.com/planner)

- [Delivery Guide](#)<sup>29</sup>
- [Tutor Guide](#)<sup>30</sup>
- [Learner Guide](#)<sup>31</sup>
- [Planner Statements](#)<sup>32</sup>
- [Skills Forward](#)<sup>33</sup>: Paid Initial Assessment Tool
- [TLM Initial Assessment](#)<sup>34</sup>: Free Initial Assessment Tool

The Learning Machine provides a comprehensive initial assessment tool. This is an exam style assessment completed by the learner online. There are tutor features which allow you to view individuals and classes.

The assessment produces graphical data about the learner's skills in each of the five strands of the EDS standards as well as an overall summary (see image below). It is free to use but you are required to register.



<sup>29</sup> [tinyurl.com/sfbs4jjc](http://tinyurl.com/sfbs4jjc)

<sup>30</sup> [tinyurl.com/3a82tnbu](http://tinyurl.com/3a82tnbu)

<sup>31</sup> [tinyurl.com/6z98dan4](http://tinyurl.com/6z98dan4)

<sup>32</sup> [tinyurl.com/228x8ry7](http://tinyurl.com/228x8ry7)

<sup>33</sup> [www.skillsforward.co.uk/one-assessment](http://www.skillsforward.co.uk/one-assessment)

<sup>34</sup> [baseline.theingots.org](http://baseline.theingots.org)

## Resources Supporting EDS Learning

Good Things Foundation has two learning platforms to support EDS. These are Learn My Way and Make It Click. Only one account is necessary for learners to access both sites. Both are free to use.

### **Learn My Way (LMW)**<sup>35</sup>

This website is authored by Good Things Foundation. It has accessibility features such as a screen reader, low reading age and alt tags. All EDS at Entry Level (and some Level one) are covered by the contents. It consists of:

- Tutor Resources (You must be part of the [Online Centre Network](#)<sup>36</sup> to access these resources)
  - Session Plans
  - Learner Management
- Blended learning resources:
  - Printable Handouts
  - Digital Courses
  - Videos
  - Activities
  - Quizzes

### **Make It Click (MIC)**<sup>37</sup>

This website is curated by Good Things Foundation. Resources included are from trusted sources, checked for accessibility, free to use and have limited advertising. The resources cover EDS at Level one. It is a collection of resources including:

- Blogs
- Videos
- Tutorials
- Handouts
- Templates
- Checklists
- Courses

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<sup>35</sup> [learnmyway.com](https://learnmyway.com)

<sup>36</sup> [tinyurl.com/2x6n76fe](https://tinyurl.com/2x6n76fe)

<sup>37</sup> [makeitclick.learnmyway.com/directory](https://makeitclick.learnmyway.com/directory)

## Planning your support

Learn My Way resources have been mapped to the EDS at Entry Level to help you plan your sessions. The mapping document can be seen here: [EDS Mapped to LMW Content](#)<sup>38</sup>.

Make It Click resources are being mapped to the EDS at level one. This is an ongoing process as the website continues to be updated with appropriate resources. The mapping document can be seen here: [EDS L1 Good Things Foundation Provision](#)<sup>39</sup>.

## Blended Learning

Good Things Foundation advocates a blended learning approach. This means taking an approach to digital learning that combines online training with face to face classroom activities and discussion to create a mixed approach. You will find blended learning session plans in the tutor section on Learn My Way.

The face to face element may now be done through video class with learners or groups of learners. This presentation shares 10 [Tips For Remote Delivery](#)<sup>40</sup> based on using the blended learning approach. These have been compiled following discussions with online centre staff about successful remote sessions.

## Welfare support

Staff in further education (FE) colleges have a statutory duty to safeguard and promote the welfare of all students aged between 14 and 18. For adults, support may be provided via other legislative protection such as the disability, vulnerable adult and equality policies.

FE providers will have a designated member of staff or team that can offer access to services to support the learner. We recommend that you contact the FE provider to ask questions to identify the appropriate support service for the learner.

Examples of support which may be available include;

- Personal development
- Bullying and harassment services
- Advice welfare and support lead or team
- Signpost/ referral to NHS mental wellbeing and live well services
- Signpost/ referral to local community support.
- Self-care resources

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<sup>38</sup> [tinyurl.com/2nsyh65p](https://tinyurl.com/2nsyh65p)

<sup>39</sup> [tinyurl.com/6kjd3jve](https://tinyurl.com/6kjd3jve)

<sup>40</sup> [tinyurl.com/f7m45nbk](https://tinyurl.com/f7m45nbk)

- Students union
- Tailored support for specific communities
- Study support skills
- Counselling services
- Financial support

If students require financial support, there are some options available to them depending on their personal circumstances:

- For a list of grants, loans and bursaries available in England, Scotland, Wales and Northern Ireland more information can be found on the [Money Advice Service](#)<sup>41</sup>.
- Those aged between 16-19 years old who require financial assistance please visit [gov.uk](#).

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<sup>41</sup> [tinyurl.com/rwzuprbs](https://tinyurl.com/rwzuprbs)

## **Chapter 4 - Preparing Learners to Progress to EDSQ**

### **Helping learners progress to EDSQ**

The Online Centres Network regularly engage with people who have had a negative experience of formal education settings or have never attended one. These individuals would not approach a college in order to gain the digital skills they need for work and life. Or, they may not even know that gaining these skills would be of benefit to them.

Online Centres therefore play a vital role in building the confidence that a learner needs to engage with qualifications as well as their foundation skills.

The Online Centres Network has the opportunity to build strong pathways for learners from informal provision to formal adult education/qualifications in FE and training. This may be based on partnerships between centres in the network or with FE providers. These partnerships would support EDSQ, ITQs and also more generally for ESOL, numeracy, and so on.

Good Things Foundation is seeking to bolster how centres support learners in the next steps of their digital learning journey. This information aims to help centres gain more understanding and share best practices on partnership development and referral processes. This may be of use to those centres who are new to the process, those who do not intend to offer the EDSQ themselves and those who currently do not refer learners to formalised education settings.

Information we aim to include in this section:

- What to expect/ day in the life of a learner.
- Partnership development example
- Best practice for 'hand over' of learners to a formal qualification delivery setting
- Case study examples of positive impact of EDS/ EDSQ especially around work (could have life/ work examples)
- Learner journey infographic - steps along LMW, MIC, EDS, Refer to college - what do we think the steps are?

# ALL ABOUT THE LEARNER JOURNEY

Let's get to know how someone  
can develop their digital skills

## DIGITAL SKILLS

Some people need to start with  
the basics, some want to take what  
they know to the next level.

**Learn  
My Way**

## FOUNDATION

Learn My Way has free courses to help  
people learn digital skills to stay safe and  
connected.

At this level it develops skills, such as using  
the controls on a device, connecting to the  
internet and opening an application.

## ENTRY LEVEL

Building on the basics, Learn My Way  
introduces skills for life, such as  
communicating online, handling information  
and being safe online.

**Learn  
My Way**

**make it**



## LEVEL 1

Developing thinks further. Make It Click  
improves the skills people already have to  
help them take a positive step forward in their  
work. For example, using office programs,  
social media, and working from home.

## LEVEL 2

For those wanting an accredited  
qualification. College offers a wide range  
of GCSE and equivalent courses, Maths,  
English and ICT



[WWW.LEARNMYWAY.COM](http://WWW.LEARNMYWAY.COM)

[WWW.MAKEITCLICK.COM](http://WWW.MAKEITCLICK.COM)

## **Case Study: Personal Experience of EDS Learning**

Hasan, a refugee from Somalia, is a beneficiary of Premier Learning. Hasan was housed in camps in Darfur, Sudan before coming to the UK for a better life. He is from a large family so the cost to pay for his travel here crippled his family financially. When Hasan finally made it to England, he arrived at Premier Learning's English classes unable to even hold a pen. Both Hasan's English and digital skills were low so making the transition to integrate with the local community was a huge challenge for him. At first, Hasan did not even have an email address but was expected to apply for most things online and digitally.

Thanks to the support he is receiving from Premier Learning, both his English and digital skills have improved significantly, to the extent he now helps Premier Learning recruit students and translate for them. Hasan is a true advocate in helping Premier Learning upskill its learners. Hasan now holds down a secure job and is active in the local community. During lockdown, Hasan joined all of the sessions that were available and even helped get the organisations' lowest level learners online.

Hasan says: "English classes make me feel alive and I am so happy to join them. I'm still learning now and from the very best."

## Chapter 5- FAQs

### For learners

#### **Where would I find local providers of EDS courses near me?**

For help in finding a suitable provider of courses (EDS and other courses), please visit the [National Careers Service website](#)<sup>42</sup>, or call them on 0800 100 900.

#### **Where would I find local providers of EDS support near me?**

You can find your nearest Online Centre by typing your postcode into the [Good Things Foundation Online Centre map](#)<sup>43</sup>

#### **Where can I find out about traineeships?**

The Government provides a [list of Traineeship Providers](#)<sup>44</sup>. A traineeship combines training and practical learning, and can range in length from a few weeks or months to a year. Traineeships are aimed at 16-24 year olds, and for 25 years old if you have an education plan.

#### **Can I take a re-sit?**

Yes it is possible to re-sit the final assessment for the EDSQ at Entry Level and Level One should you not pass the qualification at the first attempt. This usually involves a small cost. The details of the cost and any support for fees should be discussed with the centre you plan to study with.

#### **Will my Higher Education Provider/University accept my certificate?**

We advise you to always check with those you plan to study with, many organisations have other entry requirements, particularly if you go into a specialised area of training or employment.

#### **I'm an overseas student, will I be entitled to funding?**

Answer to be included later

#### **What digital skills are in demand?**

Many jobs available today have some digital skill requirements. This could include tasks such as using email, accessing payslips online, using video calls and using office programs such as spreadsheets. EDSQ prepare you for doing these types of tasks.

Some jobs have more specific digital skill requirements. The EDSQ sets you up to continue learning, should you want to apply for tech roles. There is an increasing demand for tech roles all around the world, these include: Software Development, Programming, App & Web Development, Data Science & Analytics, Digital Product Management, UX and AI. In 2021 some of the highest paid roles have been in Coding And Software Enhancement, Cloud Computing, Networking Development.

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<sup>42</sup> [nationalcareers.service.gov.uk/find-a-course](https://nationalcareers.service.gov.uk/find-a-course)

<sup>43</sup> [tinyurl.com/r9zppvcp](https://tinyurl.com/r9zppvcp)

<sup>44</sup> [gov.uk/government/publications/traineeship-providers](https://gov.uk/government/publications/traineeship-providers)

**What support will I receive?**

Please see welfare support page no 17

**How long is the course?**

It is generally 45 guided learning hours. Awarding bodies vary the recommended time between 30 and 50 hours.

**What is the assessment?**

Some providers may require you to produce a tutor-assessed portfolio of evidence, online exam or real life stories and examples.

**How do I get my certificate?**

Your provider will send your certificate to you. If you lose it you may be charged for another copy, so we recommend you keep it safe.

**Can I learn other courses?**

EDSQ can also be delivered alongside other Entry Level qualifications such as for English to Speakers of Other Languages (ESOL), and Functional Skills English and Maths.

**Do I have to attend a class or can I study online?**

Most centres offering EDSQ will allow online study. Some awarding bodies may need you to attend a centre for observed assessments and learning, whilst others will have made provision for this to be done remotely. You should talk to them about their expectations for course completion.

**How will I be supported?**

Support will differ depending on your needs and the way the centre you are working with is organised. You should discuss with the centre how support works before you enrol on the course. This way you know what to expect and can make sure you are happy with the level of support offered.

**If I don't have a device, can I still study?**

Many online centres will have devices which you can use to complete studies on site. Some have device loan schemes or may be able to support you to apply for funding to obtain a device. You will need to discuss the options available to you with staff at the centre you are working with.

**For staff**

**I'm supporting my learner to explore providers and courses, what is the best starting point?** For help in finding a suitable provider of other courses, please visit the [National Careers Service website](https://nationalcareers.service.gov.uk)<sup>45</sup>, or call them on 0800 100 900.

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<sup>45</sup> [nationalcareers.service.gov.uk/find-a-course](https://nationalcareers.service.gov.uk/find-a-course)

### **Is there a pre-assessment tool?**

Good Things Foundation offers a [planner tool](#)<sup>46</sup> created to support the national standards for EDS. Most awarding bodies have their own initial assessment tool to inform which level a learner should be guided to start at.

### **What age are the qualifications for?**

The Essential Digital Skills qualification is for learners aged 19 and over. There is a new legal entitlement meaning these courses are free.

### **How can I get CPD for my staff and volunteers?**

The [Education Training Foundation](#)<sup>47</sup> has resources that can be used as CPD for staff and volunteers supporting EDS. The resources are structured around the strands of the EDS. Good Things foundation has worked with the Education and Training Foundation to produce a video guide explaining the resources. This can be found **here** (link to be inserted when the video is ready).

### **Can my learners who are working at Entry 1 and Entry 2 levels gain an EDSQ?**

EDSQ are available at Entry 3 and Level 1. Depending on your own assessment of the learner, they may be able to access the Entry 3 qualification depending on their comprehension levels and ability to complete the required activities.

### **My learner has additional needs. How can I support them in the assessment phase?**

Centres must ensure all learners have equal and fair access to learning and assessments. If you identify a learner who may need to support you can make reasonable adjustments as upheld by the Equality Act 2010.

### **How will the EDSQ be assessed?**

In 2019 the [Education & Training Foundation](#)<sup>48</sup> was commissioned by the DfE to deliver a blended CPD programme to equip teachers, trainers and project workers to deliver and assess the new qualifications based on the national standards for Essential Digital Skills. You can view their introductory video about the CPD program on page 9.

Assessment of qualifications will depend on which awarding body you are working with. Assessment types could include external assessor visits to centres, observations, online testing and internal assessments of learners portfolios.

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<sup>46</sup> [learnmyway.com/planner](https://learnmyway.com/planner)

<sup>47</sup> [enhance.etfoundation.co.uk/eds](https://enhance.etfoundation.co.uk/eds)

<sup>48</sup> [tinyurl.com/dhskz234](https://tinyurl.com/dhskz234)

## Chapter 6- Resources

### **The London Recovery Board's [Digital Access for All Mission](#)**<sup>49</sup>

This sets a goal for “Every Londoner to have access to good connectivity, basic digital skills and the device or support they need to be online by 2025.” As part of this mission, the Greater London Authority and London Office of Technology and Innovation are launching The Digital Inclusion Innovation Programme.

### **Digital Inclusion Toolkit:** [digitalinclusionkit.org](https://digitalinclusionkit.org)

A platform for your digital inclusion questions and resources.

## Contact information

If you have any questions regarding the project or the application process please contact: [hello@goodthingsfoundation.org](mailto:hello@goodthingsfoundation.org) / 0114 349 1666.

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<sup>49</sup> [london.gov.uk/projects/diip](https://london.gov.uk/projects/diip)