

## UK Community Renewal Fund

### Evaluation brief

#### Overview of requirement

To evaluate the delivery of the digital skills pathway project in, and across, 3 combined authority areas (West Midlands, Greater Manchester and North of Tyne).

Funded by UK Government through the UK Community Renewal Fund (UKCRF<sup>1</sup>), the project seeks to explore the approaches, effectiveness and scalability of community partners engaging beneficiaries with no or low digital skills, and supporting them to gain the basic digital skills they require to progress onto Adult or Further education, and/or improve their employability and life skills.

#### Background

In November 2021 Good Things Foundation learned that we had been successful in our bids to deliver projects in 3 combined authority areas to support individuals to gain basic digital skills in the community sector and to support them to progress into Adult or Further education, and/or improve their employability and life skills.

Good Things Foundation has a track record of delivering support for people to learn basic digital skills, working through a national network of community partners - Online Centres. Good Things Foundation already supported over 3.5m people in the UK towards digital inclusion, through the Future Digital Inclusion (FDI) fund. By building digital skills and confidence, many of these learners progressed to further learning, and into paid or voluntary positions.

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<sup>1</sup> The purpose of UKCRF funding is to enable projects to help support local areas to pilot innovative new approaches and programmes that unleashes the potential of places, instil pride, and prepare them to take full advantage of the UK Shared Prosperity Fund when it launches in 2022. For more information visit, <https://www.gov.uk/government/publications/uk-community-renewal-fund-prospectus>

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In recent years the UK government has introduced an entitlement to essential digital skills for all adults, funded through the adult learning budget. The challenge is that most adults who are digitally excluded are unlikely to take up that provision without encouragement and support.

Community organisations, like those in the Online Centres network, play a critical role in engaging adults to learn digital skills, many of whom have had a negative experience of compulsory schooling and face multiple barriers to learning. Their blend of guidance and holistic support allows individuals to build their confidence to take on new challenges, including progression to more formal learning and employment.

We have been awarded contracts in 3 Combined Authorities the details of which are below:

Combined Authority	Make up of provision	Number of Online Centres centres	Number of College Partners	Number of participants
Greater Manchester	Hub and spoke model with colleges and centres Well established Online centre network	30	6	2000
West Midlands	Hub and spoke model with colleges and centres Well established Online centre network	30	7	2100
North of Tyne	Dominated by Newcastle college group with centre links into them Less well established Online centre network	30	1	2100

Each project will seek to develop, and evaluate, **a community digital skills and support pathway** that engages people who are socially and economically excluded and for whom Essential Digital Skills (EDS) is the primary barrier to progression, to help them:

- Gain Essential Digital Skills
- Progress to further learning, including publicly-funded EDS training provided by FE colleges and Adult Education services
- Increase their employability
- Gain further life-skills

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At a wider level, the programme will also strengthen relationships between providers of formal learning and trusted community organisations. It will also help bridge the gap between informal, community-based digital skills provision and formal, publicly-funded training.

The three projects that make up this programme will help Good Things Foundation develop a **scalable model for a community digital skills and support pathway** that - subject to future investment - can be implemented nationally.

To be eligible to receive support under this project a beneficiary, referred to in this document as a participant, must fall into one of the following categories:

- **Unemployed** as defined by the International Labour Organisation (ILO), those: without a job, have been actively seeking work in the past four weeks and are available to start in the next two weeks; out of work, have found a job and are waiting to start it in the next two weeks.
- **Economically inactive** those not in work and not actively seeking work (unlike unemployed individuals who are actively seeking work). Not all economically inactive individuals claim benefits, i.e. parents
- **Employed in low-paid and/or insecure employment** adults who did one hour or more of paid work per week, or were temporarily away from work (e.g. because they were temporarily sick or on holiday) i.e. Those on zero hours contracts

All participants must have no, or low digital skills (below Level 1). Centres will be required to check skill levels prior to enrolling a participant on the project.

Participants taking part in the project should not already be enrolled in formal education; or currently engaged in educational and/or vocational training activities. The exception is those enrolled on an English for Speakers of Other Languages (ESOL) course who will be eligible for support on this project.

Participants will be pre-assessed for their eligibility using a simple set of questions. Those without access to a device and/or data will be provided with a device on which to learn, and a 12 month data package. The project will fund 58% of participants to have a device and data in the West Midlands and Greater Manchester, and 50% in North Tyneside.

Online Centres have been invited to apply to take part in the project. Each participating centre will receive a grant agreement to support 70 participants over a 20 week period (February -end June 2022). Funding is calculated on the basis of £120 per participant with an additional £20 for all participants receiving a device.

In addition one, or more centres per Combined Authority will receive a £3000 capacity building grants to support them to adopt an ambassador role to support the other centres in their borough. Centres who join the online centre network to take part in the

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project will be eligible to apply for a £1500 activation grants to support centres to purchase equipment, provide training etc

### Objectives of the programme

1. To bridge the gap between community digital skills provision and formal learning training - to test a model of partnership between FE provider and community organisations that supports participants to progress
2. To contribute to closing the digital divide: increasing employment, economic performance; create social value; levelling up
3. To test systems and processes that could be used to scale the delivery of the pathway nationwide.

### The Model

We have developed a framework through which to deliver the project. This suggests Online Centres offer an **8 week programme** to all participants to embark on their basic skills journey. We are proposing each Online Centre offers the programme to 7 cohorts of 10 learners, with a 2 week gap between each cohort. This will allow Online Centres to reflect on learning from each cohort, to stagger delivery targets, and for FE partners to manage the throughput of participants who wish to progress onto further learning.

The funding agreement with Online Centres allows for 6 weeks of 1-1 learning, or 1 hour a week, and 2 hours of learning on a small group basis (1-4). It is assumed that during weeks 5-8 participants will be supported to explore the employability and life-skills elements of the pathway, where appropriate to their individual journey, and be introduced to interventions that will support their progression into further learning.

Whilst this is our recommended delivery model, we appreciate online centres may wish to use different approaches. There is no assumption participants will be formally 'taught', and tutors in centres may adopt a drop-in approach with one to many support or run more intensive courses. It will be important the resulting pathway responds to the needs of the participants.

FE partners will also be grant funded to support progression outcomes. They will work with Online Centres to:

- Liaise and build relationships with the Online Centre Project Lead and tutors.
- Work with Online Centres to design a progression pathway, with appropriate interventions that work for learners, Online Centres and FE/Adult Education
- Coordinate the delivery of appropriate interventions with Online Centres and with learners
- Arrange and facilitate visits to EDS providers College/Adult learning provision

Note that participants will have a unique learner number for tracking through the system.

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Good Things Foundation will employ a Community Engagement Manager for the duration of the project whose job will be to facilitate working relationships between the Online Centres, FE Partners and wider stakeholders. They will have a relationship with each Online Centre and will be responsible for monitoring their progress against their targets and supporting them with their delivery.

## Interventions

The interventions provided by Online Centres within the programme will aim to address the following:

- Help with accessing advice and benefits to provide for their basic needs, like food and shelter.
- Reassurance that they can provide them with a safe environment, where they can access support from staff who are empathetic and who they can trust.
- Scepticism and suspicion about the internet and the usefulness of digital skills
- Negative experiences of schooling, little or no qualifications and low literacy levels
- Poor mental health and lack of confidence
- Juggling time, with family/work
- Language barriers which will prevent them engaging with materials written in English, and will require basic English language skills, before they can embark on their digital skills pathway

To progress people along the pathway a number of different interventions will be deployed depending on the need of the individual:

- Essential digital skills training/ My Way/ Make it click
- Learn about FE options
- Meet with FE/ Adult Education Tutors
- Visit FE/ Adult Education site
- Provision of Device and/or data
- IAG/Welfare in jobs and careers
- Translation support

## Outputs and outcomes

<sup>2</sup>Our anticipated outcomes – some of which will be evidenced beyond the project lifetime – is that beneficiaries will gain basic digital skills, progress onto more formal learning provision (including Essential Digital Skills) and progress to/in employment, creating social value and tackling inequalities.

Due to the limited timescales for UKCRF project evaluation it may be necessary for some outcomes and impacts of a project to be forecast as they will continue to accrue after the completion of the evaluation. Where this is the case, we will be looking to distinguish

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<sup>2</sup> NB.As detailed later in the brief, much of this data capture and analysis will be completed using the Good Things Foundation data capture solution (CaptureIT) Analysis will be completed by our in house team - we welcome our evaluation partner specifying our analysis requirements

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between the clear distinction between the outcomes and impacts which have been realised and those which are predicted to arise in future years. The estimation method will need to be clearly explained in the evaluation report.

Intermediary outcomes which we anticipate will be achieved by project end are that:

- 70% demonstrate improvements in their digital skills, measured by a baseline and follow up skills assessment mapped to national standards for EDS
- 60% achieve one of the following outcomes:
  - Submit an application to an EDS qualification-based learning programme delivered by FE or Adult Education
  - Start further learning in FE or Adult Education, either accredited training (eg. CITB) or non-accredited learning - where possible aligned to local economic priorities
  - Engage with employment support and job search
  - Enter self-employment or progress within work
  - Secure volunteering, work experience placement or internship
  - Secure a job interview.

Output	Outcome
# of people supported to participate in education	People in education/training following support
# of people supported to engage in job-searching	People engaged in job-searching following support
# of people supported to engage in life skills	People engaged in life skills support following interventions

As per the requirements from funders.

## Key questions and approaches

To test the Theory of Change: the concept of a digital skills pathway that begins in the community sector, engaging and supporting individuals to gain basic digital skills and confidence, and results in progression

- onto further learning
- in or onto employment

and/or the development of essential life-skills.

Impact of the project on the participants <sup>3</sup>

- A. What barriers are experienced by people affected by digital and other exclusions in engaging with formal learning, that the community digital skills pathway helps overcome?

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<sup>3</sup> NB see appendix for additional reporting requirements from the monitoring data from UKCRF, just for information.

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- B. How are participants selected, screened and engaged on the project, what are the motivations of participants to participate?
- C. What interventions support retention of participants on the project, and progression through the pathway?
- D. What are the resulting behaviour/attitudinal changes of participants as a result of their involvement in the project?
- E. How has the community digital inclusion pathway addressed the barriers for individuals?

### Impact of the project on the Online Centres

- F. How has community sector organisations' capacity been built, through involvement in the project and how far are changes sustainable?
- G. What can be learned from the project about supporting adults to learn remotely/online?
- H. How was the pathway delivered, what adaptations were made to the suggested pathway to allow it to be effectively delivered by the centre and to be responsive to the needs of participants?
- I. What new relationships have been built, both with local stakeholders and referral partnerships through involvement in the project and how far are changes sustainable?
- J. What are the resulting behaviour/attitudinal changes of the online centre as a result of their involvement in the project? ?

### On the local landscape understanding

- K. What referral routes used to engage participants onto the project have proved the most effective and could be replicated??
- L. How has the project supported other initiatives in the LA or Combined Authority that are focused on reducing digital exclusion?
- M. Has the project been effective in raising awareness of the role of community partners in supporting digital inclusion at local/city or combined authority level?
- N. What elements of the project: people resources; funding; partnerships and delivery mechanisms would be needed to continue delivering the community digital skills pathway after the 30th June 2022.

## Approach

As per the bid document we committed that the evaluation will collect the following qualitative evidence:

- Insight from interviews with a sample of participants, exploring their barriers to engagement with formal learning (digital and social) and the impact of participation in the project on reducing those barriers, and on the individual's attitudes, behaviours and skills, and willingness to progress
  - 3 case studies from each project that represent the experience of participants from different demographic groups
- Evidence from a range of different types of Online Centres on their experience of the project; the appropriateness of the targets; their challenges; learnings (adaptations to the pathways/model). The impact the project has had on their

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resources, capacity and relationships that have been built as a result of the project.

- 3 case studies from each project, representing the experience of a range of centres: ambassador, new to network, library, ACL
- Evidence from FE providers on their experience of the project, the success of planned interventions; their challenges, learnings and perceived benefits of involvement in the project.
- Evidence from the Combined Authorities -their views on: the objectives of the project and how well these were met; on how the project was managed and governed; the wider context in which the project was operated, such as other policy changes or changes in economic, social and environmental factors; that have impacted on the success of the project.
- Evidence from wider stakeholders: Local Authorities (LA), LA digital inclusion leads, and partner voluntary sector bodies on their experience of the project; their role in the project, the challenges, learnings and benefits of involvement in the project.

However, we are open to explore additional approaches to this evaluative activity that helps us assess the programmes achievement against its objectives.

The evaluation will also draw on quantitative data collected by Online Centre partners, principally through Baseline and Impact forms created on Good Things' data collection system (CaptureIT), completed by beneficiaries. Please note there will be a separate CaptureIT form for each geographical area but the data collected will be consistent. Beneficiaries will also register on our Learn My Way platform, which automatically tracks learning undertaken via Online Centre partners.

Good Things Foundation are working through the data Capture Requirements to ensure that the system gives us all the evaluative data that we need for reporting purposes, but also minimises the number of questions that an individual is asked to complete. Some data we are required to capture as part of the UKCRF funding agreement and some will be specified by Good Things Foundation. The proposed scope of this is indicated in Appendix B. There is scope for discussions with our evaluation partner around this data capture to ensure that the data collected supports all the evaluation outcomes. The evaluation partner should take note of the data being requested by our funders as you may want to consider this when shaping and selecting participants or centres for interviews, it may shape your evaluation design.

## Research outputs

The evaluator will co-produce a final report with support from Good Things, based on the independent evaluation findings. This report is required to cover the following:

- Appropriateness of initial design
- Progress against targets



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- The successes and recommendations for improvement on how the project is delivered and managed both locally and nationally by the Good Things Foundation
- Wider outcomes and impact - whilst not a primary focus of your evaluation any learnings that are captured through your evaluation on the gross and net additional economic, social and environmental benefits of the project (where relevant and applicable to project activities)?
- lessons learnt

More details on what should be included in each of these headings can be found here <https://www.gov.uk/guidance/uk-community-renewal-fund-further-monitoring-and-evaluation-guidance-for-project-deliverers>

We'll also produce short, compelling evidence digests, disseminated through social media, and share project findings to maximise knowledge transfer with:

- Combined/Local Authorities - to inform strategies for digital inclusion and skills and design of future interventions, including through the Shared Prosperity Fund
- Adult, Community and Further Education networks, to inform planning as the EDS entitlement is rolled out
- Centre for Digital Citizens - to encourage cross-regional and cross-sector connections across shared themes, building sustainability
- Regional digital inclusion taskforces/coalitions, via contribution to each other's events
- Government policymakers - to inform development of policy on digital skills, maximise take-up of the EDS entitlement, and accelerate progress in closing the digital divide

We would expect our evaluation partner to work closely with Good Things Foundation to develop a stakeholder communications plan identifying what information and knowledge will be available and can be shared at key points within the journey.

The case studies should be developed and designed with colleagues at Good Things Foundation, following the brand guidelines. They should be representative of the differing experiences observed but also take account of the reporting criteria outlined by the funders and allow us to tell stories of key groups that have been targeted through this programme.

## Budget

The budget allocated for evaluation activities for each geographical area is £16,000. This means the total budget for this evaluation activity is £48,000. This is inclusive of VAT. We are looking for our evaluation partner to identify ways in which economies of scale can be deployed to ensure maximum value for money out of our spend.

## Timelines

All research activities and the final report needs to be produced by the end of June 2022. The evaluation partner should design their evaluation approaches with this in

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mind ensuring that sufficient data is collected ahead of the deadline for the final report. We are currently discussing the possibility of delivering a full interim report by 30th June but with a final report in July, that captures the final weeks of data. Delivery begins on 1st February 2022 and will complete on 30th June 2022.

All proposals should be submitted to **katie.heard@goodthingsfoundation.org** by 10:00am on 24th January 2022. You will be notified of the outcome of the tender on 28th January 2022. There will be a kick off meeting in the week commencing 7th February 2022.

### Submission requirements

Please submit a proposal for the work in the form of a word or powerpoint document. Your proposal should outline the following:

- Your understanding of the brief and the challenges this presents
- An outline of your proposed approach (you may decide to present options to meet the requirement of the brief)
- Detailed costings illustrating how each element of your proposal will be resourced (providing day rates and per activity costings where appropriate)
- A summary of your organisational and team experience and expertise - why should we select you as our evaluation partner

### How will the decision be made?

Your proposals will be reviewed by colleagues from the Good Things Foundation including Katie Heard, Head of Research and Data Insight, Michelle Lofthouse, Programme Lead UKCRF and one other colleague still to be decided. Your proposals will be evaluated as follows:

Category	Weighting
Understanding of the brief and the challenges	20%
Your proposed approach	30%
Cost/ Value For Money	40%
Experience and expertise	10%
	100%

As detailed above, you will be notified of the decision by 28th January 2022. Feedback will be provided upon request.

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### Appendix A - UKCRF additional reporting requirements

Analysis and summarisation should be presented using the following classification criteria (where appropriate):

- Sex: Male/Female/ Prefer not to say
- Age: 16-24/25-29/30-34/35-39/40-44/45-49/50-54/55-59/60-64/65+/Prefer not to say
- Disability: Yes/No/Prefer not to say
- Ethnicity: White/Mixed / Multiple ethnic groups/Asian / Asian British/Black / African / Caribbean / Black British/Other ethnic group/Prefer not to say

Type of support provided

- Support type: Face to face/ Online/ Mix/ Other
- Support intensity (1): Trainer or Advisor to beneficiary ratio (1:1 / 1:2 - 1:5 / 1:6 -1:10 / 1:11 -1:15 / 1:16 - 1:20 / 1:20+)
- Support intensity (2): Hours of support or training provided (1-5 / 6-10 / 11-15 / 16-20 / 20+)

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**Appendix B - Online data Capture outline (via CaptureIT system)**

Baseline and Impact questions

Question text <b>Baseline</b>	Input Options
I confirm that this individual meets the eligibility criteria set by Good Things Foundation for this programme.	[check box]
I confirm that I have shared the information provided by Good Things Foundation about taking part in this survey (including on data privacy) and the individual has consented.	[check box]
We want to learn a bit more about you, so we can improve support for you and others.	
What is your age (at your last birthday)?	[Age] [check box] Prefer not to say
What is your gender?	[Select List] Woman Man Prefer to describe it myself Prefer not to say
Do you have any physical or mental health conditions, learning disabilities, or illnesses lasting, or expected to last 12 months or more?	[Open Select Lists] Yes No Prefer not to say
Does your condition or illness/do any of your conditions or illnesses reduce your ability to carry-out day-to-day activities?	[Open Select Lists] Yes, a lot Yes, a little No Prefer not to say
Do any conditions or illnesses affect you in the following areas? (Please tick all that apply) Vision (for example blindness or partial sight) Hearing (for example deafness or partial hearing) Mobility (for example walking short distances or climbing stairs) Dexterity (for example lifting and carrying objects, using a keyboard) Learning or understanding, or concentrating Memory Mental health Stamina or breathing, or fatigue Socially or behaviourally (e.g. autism, ADHD) Other Prefer not to say	[check box]

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<p>What is your ethnic group? Please choose the option that best describes your ethnic group or background.</p>	<p>[Dropdown] White English / Welsh / Scottish / Northern Irish / British Irish Gypsy or Irish Traveller Any other White background Mixed / multiple ethnic groups White and Black Caribbean White and Black African White and Asian Any other Mixed / Multiple ethnic background Asian / Asian British Indian Pakistani Bangladeshi Chinese Any other Asian background Black / African / Caribbean / Black British African Caribbean Any other Black / African / Caribbean background Other ethnic groups Arab Any other ethnic group Prefer not to say</p>
<p>Who lives in your household? (Please tick the one which best describes your situation)</p>	<p>[Dropdown] I live on my own I live with my spouse / partner (couple) I live with one or more other adults that are not my spouse / partner (aged 18 or over) I live with one or more children (aged 17 and under) I live in supported living or residential care None of the above Prefer not to say</p>
<p>What is your highest level of education?</p>	<p>[Dropdown] University College or Sixth Form Secondary school Primary school No formal education None of the above Prefer not to say</p>

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What is your employment status?	[Dropdown] Employed full time Employed part time Self-employed Unemployed and looking for work Unemployed and not looking for work Currently not allowed to work in the UK Currently caring full-time Temporarily away from work (ill or furloughed) None of the above Prefer not to say
What type of work do you do? (Please tick the one which best describes the work you do now, or in your last job)	[Dropdown] Professional or higher-technical work (e.g. teacher) Manager or senior administrator (e.g. store manager) Clerical (e.g. receptionist) Small business owner (e.g. cafe owner) Sales or services (e.g. sales assistant) Foreman or supervisor (e.g. factory supervisor) Skilled manual work (e.g. plumber) Semi-skilled or unskilled manual labour (e.g. delivery drivers or farm workers) Never worked None of the above Prefer not to say
Do you receive any benefits, tax or pension credits at the moment?	[Open Select Lists] Yes No Not sure Prefer not to say
We want to learn about barriers to using the internet, so we can improve support for you and for others.	

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<p>Do any of the following prevent you from using the internet (or using it more fully) at home?</p> <p>I can't afford the cost of data (mobile / broadband)</p> <p>I can't afford a suitable device (to use the internet)</p> <p>It's difficult because of my disability or health</p> <p>It's difficult because English isn't my first language</p> <p>It's difficult because my area doesn't have good coverage (mobile / broadband)</p> <p>It's difficult to get the support I need to use the internet</p> <p>I'm worried about internet safety</p>	<p>[Open Select Lists]</p> <p>Agree</p> <p>Disagree</p> <p>Not relevant to me</p> <p>Prefer not to say</p>
<p>We want to learn about what matters most to you. This can help to identify what support might be useful (e.g. Learn My Way topics).</p>	
<p>Please tell us which of these is important to you?</p>	
<p>I want to feel more connected to friends and family</p> <p>I want to follow my interests or hobbies</p> <p>I want to be more independent and make life easier</p> <p>I want to learn how to keep safe online</p> <p>I want to feel more confident using the internet</p> <p>I want to feel less lonely</p>	<p>[Open Select Lists]</p> <p>Very important</p> <p>Quite important</p> <p>Not relevant to me</p> <p>Prefer not to say</p>
<p>I want to secure a job interview</p> <p>I want to find work for the first time</p> <p>I want to get back into work (having worked before)</p> <p>I want to find better paid work</p> <p>I want to find more interesting work</p> <p>I want to find work which is better suited to my circumstances</p> <p>I want to start my own business / become self-employed</p> <p>I want to learn to run my own business better</p> <p>I want to gain work experience</p> <p>I want to start volunteering</p> <p>I want to start some informal learning to help my career</p> <p>I want to start a qualification or accredited training for my career</p>	<p>[Open Select Lists]</p> <p>Agree</p> <p>Disagree</p> <p>Not relevant to me</p> <p>Prefer not to say</p>
<p>Are you happy to be contacted in the next 6 months to take part in research?</p>	<p>[Open Select Lists]</p> <p>Yes</p> <p>No</p>
<p>Name</p>	<p>[text]</p>
<p>Telephone number</p>	<p>[Number]</p>
<p>Email address</p>	<p>[text]</p>

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Question text Impact	Input Options
I confirm that this individual meets the eligibility criteria set by Good Things Foundation for this programme.	[check box]
I confirm that I have shared the information provided by Good Things Foundation about taking part in this survey (including on data privacy) and the individual has consented.	[check box]
We want to learn about the support you have received (in this project) to use the internet more fully. This will help us to improve support for others.	
<p>Please tell us what support you have received. (Please tick all that apply)</p> <p>A personal device (e.g. tablet)            Data (e.g. Sim, dongle, Mi-Fi)            Help to use a device or go online for the first time            Help to use the internet to do more things            Something else (please describe)</p>	[check box]
So far, how many hours of support have you had?	[Open Select Lists] Less than 1 hour At least 1 hour but less than 3 hours At least 3 hours but less than 5 hours At least 5 hours or more Not sure Prefer not to say
For how long have you been receiving this support?	[Open Select Lists] Less than 2 weeks 2 - 4 weeks 4 - 8 weeks 8 - 12 weeks Between 3 - 6 months More than 6 months Not sure Prefer not to say



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<p>How have you received support? (Tick all that apply)</p> <p>In a centre, library or community location</p> <p>In my home</p> <p>Over the telephone</p> <p>On video calls such as Zoom</p> <p>By email or messaging (e.g. WhatsApp)</p> <p>One to one support</p> <p>Regular group</p> <p>Drop in session</p> <p>Other</p> <p>Prefer not to say</p>	<p>[checkbox]</p>
<p>Which of these websites have you had support to use? (Please tick all that apply)</p> <p>Learn My Way (Good Things)</p> <p>Make it Click (Good Things)</p> <p>Accenture: Digital Skills</p> <p>Skills to Succeed Academy</p> <p>Future-proof Finance Quiz (Quids In!)</p> <p>Stay Nimble</p> <p>National Careers Service</p> <p>BT Skills for Tomorrow</p> <p>Lloyds Bank Academy</p> <p>Other (please describe)</p> <p>Prefer not to say</p>	<p>[checkbox]</p>
<p>We want to learn about any difference you think the support (or device or data) has made to you.</p>	
<p>Please tell us if you agree or disagree with the following statements:</p> <p>I feel my digital skills are better</p> <p>I feel more able to stay safe online</p> <p>I feel more confident using the internet</p> <p>I have a suitable device to use the internet</p> <p>I have enough data for my internet needs</p>	<p>[Dropdown]</p> <p>Agree</p> <p>Disagree</p> <p>About the same</p> <p>Not relevant to me</p> <p>Prefer not to say</p>
<p>Please tell us which of these you have been able to do. (There's also a free text box at the end of this survey for anything else you want to tell us).</p>	
<p>Use a touchscreen, or a mouse and keyboard</p> <p>Use video calling to connect with friends or family</p> <p>Use email, social media or messaging apps</p> <p>Search for help and information online</p> <p>Use for interests or hobbies</p> <p>Shop online to save money or time</p> <p>Find help with online scams, fraud or abuse</p> <p>Check if a website or information can be trusted</p>	<p>[Dropdown]</p> <p>I was already able to do this</p> <p>I did this for the first time</p> <p>I now feel more confident doing this</p> <p>I want to learn how to do this</p> <p>I'm not interested in this / not relevant to me</p>

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<p>Find and apply for jobs online          Create or improve a CV          Create a personal profile on a networking website (e.g. LinkedIn)          Use recruitment websites          Find online information or advice about work          Use office software (e.g. Microsoft Office, Google Drive)          Use video-calling tools for work (e.g. Zoom or Teams)          Organise information in files and folders on a device or 'the cloud'          Understand how to deal with online risks and working securely          Use social media for work (e.g. promote a product)          Create and maintain websites          Sell goods or services online          Do online courses or learning          Learn a specific software for the workplace          Keep up with changes in technology at work</p>	<p>[Dropdown]          I did this for the first time          I feel more confident doing this          I want to learn how to do this          I was already able to do this          Not relevant to me          Prefer not to say</p>
<p>Thinking about the support (device or data) you received, please tell us if you agree or disagree with the following statements:</p>	
<p>I feel more confident          I feel less lonely          I feel more connected to friends and family          I feel more independent</p>	<p>[Dropdown]          Agree          Disagree          About the same          Not relevant to me          Prefer not to say</p>
<p>I feel more connected with support groups or services          I feel more motivated to improve my health or wellbeing          I can manage my health or illness better          I can manage the health of someone I care for better          I have improved my physical health          I have improved my mental health          I have found health or care information I can trust</p>	<p>[Dropdown]          Agree          Disagree          About the same          Not relevant to me          Prefer not to say</p>

## Commercial In Confidence

I have applied for a job I have secured a job interview I have found work for the first time I have found work (having worked before) I have found better paid work I have found more interesting work I have found work which is better suited to my circumstances I have started my own business / become self-employed I have learned to run my own business better I have gained work experience I have started volunteering I have started informal learning to help my career I have applied to do an Essential Digital Skills qualification I have started an Essential Digital Skills qualification I have applied to do a qualification or accredited training I have started a qualification or accredited training I feel my job or business prospects are better I feel motivated to keep on learning	[Dropdown] Agree Disagree About the same Not relevant to me Prefer not to say
Is there anything else you want to tell us? For example: how the support has made a difference, or what else would help? (500 character limit)	[Free text]
Are you happy for Good Things Foundation (or others working on their behalf) to contact you directly about taking part in further research in the next six months?	[Open Select Lists] Yes No
Name	[text]
Telephone number	[Number]
Email address	[text]