L2L MicroCred

Learner Snapshot

Learner Profile (Max 2-3 lines)

Who is this course for? | Current situation? | What do learners need to be able to do?

Adults with limited formal education and/or limited digital competence, including people outside the labour market or needing to strengthen their digital skills for working life.
They need practical, basic digital competence and confidence to use digital tools and AI safely and effectively in work and everyday life.

☒ Evidence-informed ☐ Assumption-based

Key Barriers (Top 2–3 only)

What may stop learners starting, engaging, or completing?

1. Low digital confidence and difficulties accessing or navigating digital systems and tools.
2. Language challenges and different levels of prior knowledge and experience.
3. Limited time, support and access to appropriate devices, software or digital services.

☒ Evidence-informed ☐ Assumption-based

Motivations & Goals

Why would they take this course? What do they want to achieve?

Learners want to become more confident and independent in using digital tools and AI, particularly in relation to work and everyday life.
They are motivated by practical skills that can improve employability, participation in working life and everyday digital participation.

☒ Evidence-informed ☐ Assumption-based

Support Needs

What will help learners succeed and stay engaged?

Clear instructions and step-by-step guidance, particularly when accessing and using unfamiliar digital tools.
A supportive and inclusive learning environment, practical examples, flexible participation and opportunities for individual and peer support.

☒ Evidence-informed ☐ Assumption-based

Learning & Delivery Preferences

Learning preferences? Online/in-person? Flexibility needs? Digital access?

Learners benefit from flexible, low-threshold learning combining online content with opportunities for face-to-face support.
They value simple language, practical hands-on tasks, real-life examples, varied learning resources and opportunities to learn with and from others.

☒ Evidence-informed ☐ Assumption-based