



March 22, 2023

Dear Bill Committee,

I am writing on behalf of Chegg, a global ed-tech company, to submit evidence regarding the Lifelong Learning Bill.

Chegg credentials

We are a global ed-tech company that provides a range of digital tools to help students and parents to access affordable educational services. We support nearly 8 million life-long learners globally starting with their academic journey and extending into their careers. Our footprint in the UK has recently increased, with our £365 million acquisition of British digital language learning business [Busuu](#).

We also have insight given we run [Chegg Skills](#), a leading skills training provider for adult learners at work. The team was founded in 2010 as Thinkful (D2C brand) among the rise of coding bootcamps, flipping the instructional delivery model by building a fully online program for diverse learners that required no pre-requisites to start learning skills in high-demand careers such as web development, computer science, UI/UX design, and cybersecurity.

Now in 2023: Chegg Skills offers a range of products to employers to help train and develop its workforce, including a [Forbes-recognized](#) bootcamp, provides foundational and digital skill certificates through learning marketplaces like [Guild Education](#), and drives impact via emerging partnerships including—most recently with [the White House](#).

Since 2019, we've developed nine in-demand-programs that nearly 4,000 people have completed. 



Potential considerations

Chegg strongly supports the principles behind the Lifelong Learning Bill to enable the Lifelong Loan Entitlement (LLE), as it will open student finance to more people to upskill.

Our [Workplace Skills report](#) included an online survey which has relevant insight that could apply to the LLE. This report looks specifically at the growing cohort of working adults (778 working adults ages 18-50) on low or medium incomes who may be considering boosting their earning potential through additional education:

- When funding was removed from the equation, respondents' top two perceived challenges to completion were “balancing my family/personal responsibilities” (61%) and “amount of time required” (53%).
- When we asked our online survey respondents about their motivation for getting more education, 44% said that advancement in their current field was the primary goal, while only 28% said it was for a “career change.”
- Courses resulting in a university degree held little additional appeal for this cohort, even though the majority did not have a Bachelor's. Career advancement, rather than collecting degrees and certificates, were seen as of equal value.
- 56% of US working adults expect to spend 15 hours or less per week on studying and 28% said that flexibility and self-paced courses was one of the most important factors in studying.

Therefore, based on our experience, we suggest the following would benefit the Lifelong Learning Bill:

- *Reduce the credit thresholds* – we believe from our experience providing supplementary educational services, that smaller modules can help with take up. A credit module nearer 10 credits would make courses truly bitesize, with correspondingly lower fees. Micro-credentials at Open University, for example, are just 10 credits and our intense bootcamps are popular precisely because they are sufficiently modular to enroll.
- *Diversify courses eligible for student funding* – Based on our experience and data, learners take a practical view of qualifications – seeking out those that will provide advantage for the least financial risk – and are comparatively uninterested in the ‘prestige’ value of a college degree.
 - Therefore, we would advocate provisions to provides an easier pathway for new and untraditional providers to be registered as a course provider for the LLE, going beyond the current plethora of higher education institutions with degree-awarding powers. For example, coding bootcamps or courses vouched for by a professional body or credible business representative.
- *Give students certainty on supplementary learning services, especially for those studying online modules.* Our data suggest that the flexibility of study is a significant factor on whether adults undertake the commitment of further study, with high interest in online, flexible, and self-paced courses.
 - These types of programmes should encourage innovation in remote learning. However, students on these courses are the most vulnerable to the sweeping scope of new provisions in the Skills and Post-16 Education Act 2022, which could stifle innovation among education technology (‘ed tech’) companies as well as increase uncertainty for students on what services they can use to help with their learning. [Recent research by the Economic Policy Group](#) has identified over 350 companies that could be impacted by the broad nature of the legislation, discouraging key ed tech providers from continuing investment in the UK. We would suggest adding clarity to the Bill to welcome online learning and to narrow the definitions of exam cheating provisions.

We would be happy to provide more information on our evidence.

Best,



Jesse Barba
Head of Government Relations, Chegg