

Shared foundations for learning, work and life.

EAS connects responsible AI capability with communication, creative thinking, teamwork and informed choices about learning and work. The aim is to help learners ask better questions, check information, explain their contribution and prepare for their next step. As opportunities and roles change, learners need ways to demonstrate what they can contribute and continue developing, not simply complete another course.

The education model spans primary and secondary settings, sixth forms, colleges, universities and adult or community learning. School delivery is a natural extension of this model, to be developed with education partners through age-appropriate teaching, suitable tools, safeguarding and agreed support. It is not a claim that delivery is already available for every age or setting.

Shared foundations. Different pathways. Continual growth.

Trust, ethics, privacy, security, inclusion and human judgement.
Reuse the core. Tailor the application. Retain your identity.

Build on your educational expertise

Reuse shared responsible AI principles and agreed resources while retaining your curriculum, teaching approach, relationships and responsibilities. Connect scientific and technical learning with creativity, design and communication.

Prepare for meaningful next steps

Use suitable tasks, team projects, career exploration and opportunities to explain work. Help learners recognise transferable strengths and explore different routes as opportunities change. Where appropriate, connect preparation and reflection with work experience arranged by the education provider or employer. Classroom projects do not replace a placement or guarantee employment.

Respond to the whole learner

Plan accessible formats, pacing and support around age, experience and learning needs. Recognise that practical money knowledge, confidence and managing uncertainty also matter. Where these needs sit beyond EAS, connect with appropriate education, careers and specialist support rather than claim that EAS provides everything.

PLAN THE DELIVERY

Co-design the route with educators around learners' starting points and intended outcomes. Confirm staff readiness, materials, suitable tools, safeguarding, accessibility and review arrangements before delivery. School delivery is developed and agreed for the setting, not assumed from the availability of a college or workplace programme.

AGREE THE OFFER

Agree delivery rights, resource use, cohort support, fees and any sponsorship. Qualification mapping, academic credit and funded provision require separate confirmation. None is included by default.

TRUST IN PRACTICE

Agree age-appropriate privacy, safeguarding and access before registration or sharing identifiable work. Include parental or carer involvement where appropriate and a clear route to help.

CHOOSE THE PATHWAY

Separate the shared foundations from the named Foundation programme. Use EAS levels only where appropriate. Learners can deepen, broaden or refresh capability without every route ending at Gold.

EVIDENCE AND RECOGNITION

Gather age-appropriate examples, reflections and explanations of decisions. Any EAS recognition describes what has been reviewed. It is not a claim of regulated qualification status or guaranteed employer acceptance.

Bring your setting, learner needs and learning goals.

Discuss an education pathway

edgeaiskills.com/contact