Essential Digital Skills 2022: Technical Notes

Essential Digital Skills Methodology

Sample

Ipsos interviewed 4,099 participants aged 18+ years in the UK (Great Britain and Northern Ireland) via their telephone Omnibus. Data are weighted to represent the UK population in terms of age, social grade, region and working status within the gender variable and additional profiles on tenure and ethnicity using PAMCo data. Data are further weighted on device ownership using data derived from a robust national survey.

Fieldwork dates

13th April – 13th May 2022

Fieldwork methodology

The Ipsos telephone Omnibus (also known as CATIBUS), was used for a second year as the methodology for the Essential Digital Skills (EDS) study. CATIBUS interviews a nationally representative sample of those aged 18+ in Great Britain. An additional sample of interviews in Northern Ireland (n=150) was then conducted to ensure UK representivity. CATIBUS uses telephone interviewing to ensure no online bias, with responses entered directly into an electronic questionnaire by the interviewer conducting the interview.

The sample design incorporates a range of variables to ensure a robust, representative and consistent sample is achieved each week of fieldwork. CATIBUS uses a rigorous sampling method – robust samples of telephone leads are purchased from specialist sample providers as well as Random Digit Dialling, and consumer sample lists of over 10 million people in the UK which can be targeted locally and nationally. Approximately 60% of interviews are conducted on a mobile and 40% via landline.

Only a limited amount of corrective weighting is needed to adjust the results on the Omnibus survey so that they are in line with the national demographic profile.

Between 2019-2020, Ipsos conducted the EDS survey through the face-to-face Omnibus (CAPIBUS) which was able to reach those aged 15+ in Great Britain and Northern Ireland. Due to the Covid-19 pandemic compromising the safety of participants and interviewers and prompting local lockdowns throughout the UK, the survey was carried out by telephone for the first time in 2021, rather than face-to-face interviewing. Questions were asked in the same way. CATIBUS is now the chosen methodology for the EDS survey for the foreseeable future.

Caveats to changing framework

The Essential Digital Skills report is based on data collected to help understand if people would be able to do a range of tasks without assistance in either a work setting or in their personal lives. These are grouped into 6 questions: Foundation, Communicating, Handling Information and Content, Transacting, Problem Solving and Being Safe and Legal Online.

In previous years (2019-2021), to achieve the **Foundation Level**, you had to be able to complete all of the seven 'tasks' included in this question. To achieve any of the skills in a 'Life' context you only needed to be able to complete one task from that skill question in your personal life, but you also must have had the Foundation Level. If you had all 5 Life Skills (as well as the Foundation Level), you were classed as having **'Life EDS'**. Across all 5 Skills there were a total of 29 Life tasks. If you were employed, for each of the Life Skills you had achieved, you were then able to achieve the equivalent work skill question, by being able to complete one task from that skill question by actively using that skill within your working environment. As with Life EDS, if you could complete all 5 Work Skills then you had achieved **'Work EDS'**. Across all 5 Skills there were a total of 17 Work tasks.

In 2022, the Essential Digital Skills calculation and list of tasks within the framework were updated to reflect more accurately the current technological landscape and opportunity for digital activities. The number of tasks for each level has now been updated such that the Foundation Level has 8 tasks; across the 5 Skills there are 26 Life tasks; and across the 5 Skills there are 20 Work tasks.

For the Essential Digital Skill calculation, pre-requisites have been removed at the 'Life' and 'Work' levels.

Achievement of the Foundation Level is calculated by a respondent being able to do all eight of the Foundation tasks.

Achievement of Life EDS is calculated by a respondent being able to do one task from each of the five Life skill areas, and is no longer dependent on achieving the Foundation Level.

Achievement of Work EDS is calculated by a respondent being able to do one task from each of the five Work skill areas and is no longer dependent on achieving the Foundation Level and Life EDS. Unlike last year, participants do not have to be employed to qualify for being able to do Work tasks. This year, all participants who are not retired (known as the labour force sample) are eligible for doing Work tasks. Creation of this labour force sample group is defined by working status, and not age. This sample consists of participants who:

- Have paid job - Full time (30+ hours per week)
- Have paid job - Part time (8-29 hours per week)
- Have paid job - Part time (Under 8 hours per week)
- Not working
- Self-employed (full time)
- Self-employed (part time)
- Full time student
- Still at school
- Unemployed and seeking work
- Not in paid work for other reason
- Not in paid work because of long term illness or disability

Thus, the criteria for being able to do a Work task has also been updated. In previous years, participants had to be actively doing the Work tasks at their place of employment to be calculated as doing that task. In 2022, participants are instead classified as doing the task if they can do it, regardless of if they do it at work or not. This provides a new opportunity to capture a group of the population who are not employed but can still do a Work task, allowing Work skills to be measured for UK adults who are out of work and potentially job seeking. On the scale used to measure ability to do a task, participants are now classified as being able to do a task if they code 2, 3 or 4 (whereas between 2019-2021, participants had to code 2 or 3).

1. Yes – you can do this task in your personal life
2. **[IF EMPLOYED]** Yes – you can do this task in your working life / **[IF NOT EMPLOYED BUT NOT RETIRED]** Yes – you would be able to do this task if you were in work **[EXCLUSIVE]**
3. **[IF EMPLOYED]** Yes – you can do this this task in both your personal and working life / **[IF NOT EMPLOYED BUT NOT RETIRED]** Yes – you can do this task in your personal life and would be able to do this task if you were in work **[EXCLUSIVE]**
4. Yes – you can do this task in your working life but you don't need to use it
5. No – you can't do this task **[EXCLUSIVE]**
6. **[IF NOT EMPLOYED BUT NOT RETIRED]** Unable to consider a working life **[DO NOT READ OUT – DO NOT CODE WITH 2-5]**

As the framework for Essential Digital Skills has changed, any 2022 data collected cannot be compared to EDS results reported in the years 2019-2021. Thus, there is no trended data in the 2022 Essential Digital Skills report.

UK Representivity and Population Estimates

This report includes the numbers of adults 18+ that have been inferred to be in a particular group by extrapolating from our research data (for example, the number of those 18+ in the UK with all 8 Foundation tasks is 80% which has been extrapolated to represent an estimated 42.7m people). Total population figures are taken from the most recently published estimates provided by the Office for National Statistics (2020 mid-year stats for the UK). For the Essential Digital Skills data, percentages are applied to a population base aged 18+ (52,890,044). Total working population figures are taken from the most recently published estimates provided by the Office for National Statistics (2020 mid-year stats for the UK), weighted to the Labour Force Survey stats (Labour Force Study Jan-Mar 2022). For the Essential Digital Skills data, percentages are applied to a working population base aged 18+ (32,596,000). Sources can be found below:

https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annual midyearpopulationestimates/mid2020

https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/summary oflabourmarketstatistics

Whilst every care has been taken to ensure the robustness of our data, our data accuracy is limited by its sample size, and therefore there is a margin of error that exists around any figures reported. All significance testing is calculated at the 95% confidence level, with the 95% confidence level to be used for all population extrapolations. This means that the population size of any group lies in a range which has been calculated and included in this set of appendices. For example, it is reported that 78% of UK labour force adults (estimated 31.6 million people) have Essential Digital Skills for Work; however, the true population value will be ±1.3 with a 95% confidence interval. Thus, there is 95% confidence that the correct figure is between 30.8 million and 31.8 million.

Impairment classification

The following question was asked to the participants in the survey to establish whether a participant claims to have any impairment:

'Do any of these condition(s) or illness(es) affect your ability to carry out day-to-day activities?
Select all that apply'
1. Addiction, e.g. drugs, alcohol, gambling
2. Vision, e.g. blindness or partial sight
3. Hearing, e.g. deafness or partial hearing
4. Mobility, e.g. walking short distances or climbing stairs
5. Dexterity, e.g. lifting and carrying objects, or using a keyboard
6. Learning, understanding or concentrating
7. Memory, e.g. forgetting conversations or appointments
8. Mental health e.g. depression, anxiety, obsessive compulsive disorder (OCD)
9. Stamina, breathing or fatigue
10. Socially or behaviourally (associated with a mental health condition, or with a developmental disorder like autism or ADHD (attention deficit hyperactivity disorder))
11. None of these conditions severely affect my ability to carry out day-to-day activities
99. Don't know
97. Prefer not to say

In the report, nets were created such that "Has any impairment" is a combination of any impairments (codes 1-10); "Sensory (sight or sound)" is a combination of vision and hearing (codes 2 or 3), "Physical" is a combination of mobility, dexterity and stamina, breathing or fatigue (codes 4, 5 or 9) and "Learning or memory" is a combination of learning and memory (codes 6 or 7).

Ethnicity classification

The following question was asked to the participants in the survey to establish a participant's ethnicity group:

Which group do you consider yourself to belong to?

1. White - English / Welsh / Scottish / Northern Irish / British
2. White - Irish
3. White - Gypsy or Irish Traveller
4. White - Any other White background
5. Mixed - White and Black Caribbean
6. Mixed - White and Black African
7. Mixed - White and Asian
8. Mixed - Any other Mixed / multiple ethnic background
9. Asian/Asian British - Indian

10. Asian/Asian British - Pakistani
11. Asian/Asian British - Bangladeshi
12. Asian/Asian British - Chinese
13. Asian/Asian British - Any other Asian background
14. Black/Black British – African
15. Black/Black British - Caribbean
16. Black/Black British - Any other Black / African / Caribbean background
17. Arab
18. Any other ethnic group
Don't know
Refused

In the report, nets were created such that "White" is a combination of White ethnic groups (codes 1 – 4) and "Ethnic minorities" refers to Black, Asian and Minority Ethnic groups (codes 5 – 18). Note that the ethnic minorities group does not include White minorities such as Irish Travellers.

Employment classification

The following question was asked to the working participants in the survey to understand their workplace:

Which of the following best describes the industry your company operates in?
1. Telecommunications
2. Technology
3. CPG / FMCG
4. Retail
5. Financial Services
6. Not for Profit
7. Manufacturing & Automotive
8. Travel
9. Media & Advertising
10. Government
11. Education
12. Medical
13. Public service
14. Engineering
15. Service industry
16. Something else (specify) [FIXED]

Internet access question

The following question was asked to the participants in the survey to understand how they access the internet:

Which of these best describes your use of the internet? Please include all use of the internet, including sending and receiving emails
1. Several times a day
2. Around once a day
3. 4 or 5 times a week
4. 2 or 3 times a week
5. Around once a week
6. 2 or 3 times a month
7. Around once a month
8. Less than around once a month
9. Never but you have access
10. Never but you do not have access

In the report, a net was created such that "Has internet access" is a combination of codes 1-9.

Impact of higher cost of living question

A new question was asked to participants in the 2022 survey to understand how they perceive that the ongoing cost of living crisis in the UK has impacted their use of the internet and other online activities:

Given the increasing cost of living in the UK driven by higher prices on goods and services such as food, energy and fuel, which of the following apply to you?

1. I will have to give up internet or mobile data to be able to afford my other bills
2. I will have to look for cheaper internet or mobile data plans to be able to afford my other bills
3. I have already taken steps to reduce costs associated with internet or mobile data usage to allow me to continue to afford my other bills
4. I will have to make more use of public Wi-Fi hotspots to save my mobile data
5. I will need to rely more heavily on libraries or community centres for device usage or free Wi-Fi
6. I will not be able to afford to start using an internet or mobile data plan of my own
7. The rising cost of living has no impact on my ability to go online

In the report, "NET: The rising cost-of-living will impact my ability to go online" is a combination of codes 1-6.

Essential Digital Skills 2022 Tasks

The Foundation Level

- You can turn on the device and enter any account login information as required
- You can use the available controls on your device (e.g. mouse, keyboard, touchscreen, trackpad)
- You can use the different settings on your device to make it easier to use (e.g. adjust font size, volume settings, brightness of screen, voice activation or screen readers)
- You can find and open different applications/programmes/platforms on your devices (e.g. opening a web browser, messaging applications)
- You can set up a connection to a Wi-Fi network on your devices (e.g. when at home, work, out in public or visiting family and friends)
- You can open an internet browser to find and use websites (e.g. Safari, Google Chrome, Mozilla Firefox, Microsoft Edge)
- You can keep your login information and passwords for a device and any accounts secure (e.g. not shared with anyone or written down or left prominently near a device)
- You can update and change your password when prompted to do so

EDS for Life

Communicating Skill

- You can set up accounts which help you communicate online (e.g. email, social media, forums)
- You can communicate with others digitally using email or other messaging applications (e.g. WhatsApp or Messenger, direct messaging on social media such as Instagram, Facebook etc)
- You can use software to create, write or edit documents (e.g. Microsoft Word/ Google docs/ Pages for a CV/letter)
- You can share files or links with others by attaching to an email, uploading to a website or an application (e.g. proof of address/ identity, sharing an image, or link via WhatsApp)
- You can make and receive video calls (e.g. Facetime, Zoom, Facebook Portal or WhatsApp call)
- You can post messages, photographs, videos or blogs on social media platforms (e.g. Facebook, Instagram, Tik Tok, Twitter or Snapchat)

Handling Information & Content Skill

- You can recognise what information or content online may, or may not, be trustworthy (e.g. fact checked information, "fake news" or assess the trustworthiness of a company based on customer reviews)
- You can use search engines to find information you're looking for (e.g. search for news, the weather, train times)
- You can store and back up photos, messages, documents or other information (e.g. iCloud, Google Drive, Dropbox, OneDrive, desktop or storage drive)
- You can use the cloud to access content from different devices (e.g. smartphone, tablet, laptop and desktop)
- You can use the internet to stream or download entertainment content (e.g. films, TV series, music, games or books through services like YouTube, Spotify, Netflix, BBC iPlayer)

Transacting Skill

- You can set up an account online that enables you to buy goods or services (e.g. Amazon, eBay, supermarkets or other retailers)
- You can fill in forms online to access the services you need (e.g. Voting registration, ordering repeat prescriptions, booking doctor appointments, booking train tickets or beauty appointments)
- You can buy goods/services online using online payments (e.g. Debit/ credit card, PayPal, Apple Pay, Google Pay, Worldpay)
- You can manage your money and transactions online (e.g. View balance or transfer funds via internet or mobile banking app, manage spending through PayPal account, manage payments on finance plan)

Problem Solving Skill

- You can use the internet to find information that helps you solve problems (e.g. by using search engines, web chat, FAQs and forums)
- You can use the internet to improve your s and ability to do new things (e.g. using online tutorials, learning platforms and how-to guides)

Being Safe and Legal Online Skill

- You can act with caution online and understand that there are risks and threats involved in carrying out activities online (e.g. use anti-virus software, classify and share information securely or avoid certain types of websites such as piracy websites)

- You can set privacy and marketing settings for websites and your accounts (e.g. managing social media privacy settings, managing cookie settings, updating contact preferences)
- You can follow data protection guidelines online (e.g. following data storage and retention guidelines, not sharing or using other people's data or media such as movies or music without their consent)
- You can respond to requests for authentication for online accounts (e.g. resetting your password when you've forgotten it, two factor authentication, using a remote access key or an authenticator app)
- You can identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)
- You can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk (e.g. Spam/ phishing emails, texts, pop ups)
- You can update your device software / operating systems when necessary to prevent viruses and other risks (e.g. enabling automatic updates, or installing when prompted to do so)
- You can identify secure Wi-Fi networks to connect to (e.g. Wi-Fi networks where a unique password is required, trusted source or padlock next to Wi-Fi network)
- You can be careful with what you share online as you know that online activity produces a permanent record that can be accessed by others (e.g. publicly shared photos, forums, personal information or opinions)

EDS for Work

Communicating Skill

- You can communicate in the workplace digitally using messaging applications (e.g. Email, Microsoft Teams, Zoom, Slack, internal intranet, WhatsApp)
- You can use workplace digital tools to create, share and collaborate with colleagues (e.g. Microsoft Teams, OneDrive, G-Suite, Office 365, WeTransfer, DropBox, WebEx, Slack)
- You can set up and manage an account on a professional online network / community/ job site (e.g. LinkedIn, Total Jobs, Indeed)

Handling Information & Content Skill

- You can follow your organisation's IT policies when sharing information internally and externally (e.g. classifying emails/ documents, encrypting sensitive information, sharing appropriate information on social media)
- You can securely access, synchronise and share information at work across different devices (e.g. manage email, calendar or appointment system via different devices)

Transacting Skill

- You can complete digital records on behalf of, or within my organisation (e.g. absence management, holidays, timesheets, expenses, tax returns)
- You can access salary and tax information digitally (e.g. password protected payslips, P60, P45)

Problem Solving Skill

- You can find information online that helps you solve work related problems (e.g. Search Engines, IT helpdesk, software providers, peer networks)
- You can use appropriate software that is required of your day-to-day job (e.g. spreadsheets, online booking systems, HR management, workflow or sales management)
- You can improve your s and ability to do new things at work using online tutorials, learning platforms and how-to guides (e.g. LinkedIn Learning, YouTube, iDEA, Skillsoft, internal learning platforms)
- You can improve your own and/or the organisation's productivity using digital tools (e.g. Trello, Microsoft Projects and Planner, Slack)

Being Safe and Legal Online Skill

- You can act with caution online and understand that there are risks and threats involved in carrying out activities online (e.g. use anti-virus software, classify and share information securely or avoid certain types of websites such as piracy websites)
- You can set privacy and marketing settings for websites and your accounts (e.g. managing social media privacy settings, managing cookie settings, updating contact preferences)
- You can follow data protection guidelines online (e.g. following data storage and retention guidelines, not sharing or using other people's data or media such as movies or music without their consent)
- You can respond to requests for authentication for online accounts (e.g. resetting your password when you've forgotten it, two factor authentication, using a remote access key or an authenticator app)
- You can identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)
- You can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk (e.g. Spam/ phishing emails, texts, pop ups)
- You can update your device software / operating systems when necessary to prevent viruses and other risks (e.g. enabling automatic updates, or installing when prompted to do so)

- You can identify secure Wi-Fi networks to connect to (e.g. Wi-Fi networks where a unique password is required, trusted source or padlock next to Wi-Fi network)
- You can be careful with what you share online as you know that online activity produces a permanent record that can be accessed by others (e.g. publicly shared photos, forums, personal information or opinions)

Please contact us at digitalskillsinclusion@lloydsbanking.com for more details on the Essential Digital Skills 2022 survey.

Essential Digital Skills Survey Unweighted Sample Size

Those not in employment n=531
UK labour force adults n=2,981

Those who can do all 20 Work tasks:
Industry
Construction n=81
Media and Advertising n=96

Education:
No formal qualification n=127
Degree/Masters/PhD n=1,468

Personal income:
Up to £13,499 n=355
£75,000+ n=235

Age:
65+ n=179
25-34 n=615

Impairment:
Sensory (vision or hearing) n=270
No impairment n=2,040

Social grade:
DE n=425
C1 n=1162

Working status:
Part time n=396

Full time n=1,658

Size of organisation:
Lower SME (1-249) n=1,394
Enterprise (5,000+) n=593

Region:
North East n=102
Northern Ireland n=140

Gender:
Female n=1,429
Male n=1,520

Ethnicity:
White n=2,540
Ethnic Minorities n=419

Industry:
Media and Advertising: n=96
Technology: n=129
Financial Services: n=166
Government: n=171
Engineering: n=108
Retail: n=163
Education: n=309
Medical: n=246
Public Service: n=185
Manufacturing and automotive: n=148
Service industry: n=247

Construction: n=81

Region:
East Midlands n=207
East England n=266
London n=409
North East n=102
North West n=326
South East n=388
South West n=203
West Midlands n=253
Yorkshire and the Humber n=224
Scotland n=318
Wales n=145
England n=2,378
Northern Ireland n=140

Size of Organisation:
Lower SME (1-249) n=1,394
Upper SME (250-999) n=190
Mid-market (1000-5000) n=273
Enterprise (5000+) n=593
Larger organisations (250+) n=1,056

Working status:
Not in paid work, but not retired n=531
Part time n=396
Full time n=1,658
Self employed n=396

Essential Digital Skills Population Estimates Confidence Intervals

Data within Work EDS 2022 Report – based on ONS 2020 mid-year stats for the UK 18+

Reference	Percentage results	Estimated Grossed Figure (millions)	Lower Confidence Interval (millions)	Upper Confidence Interval (millions)
All with Work EDS	78%	31.6	30.8	31.8
All without Work EDS	22%	8.6	8.4	9.4
All with Partial Work EDS (1-4 Skills)	14%	5.4	5.1	6.1
All with 0 Work Skills	8%	3.2	3.0	3.6
All who can do 0-19 Work tasks	59%	23.4	22.9	24.4
All who can do all 20 Work tasks	41%	16.8	15.8	17.3
All who are on the cusp of Work EDS (17-19 tasks)	27%	10.9	10.2	11.5
All who can do 0-16 Work tasks	32%	12.5	12.1	13.5
All who can do 0 Work tasks	8%	3.2	3.0	3.6
All who can do 1-9 Work tasks	9%	3.6	3.4	4.2
All who can do 10-16 Work tasks	14%	5.7	5.3	6.3
Those unemployed and can do all 20 Work Tasks	33%	2.5	2.2	2.8
Those unemployed and cannot do any Work Tasks	20%	1.6	1.3	1.8

Data within EDS 2022 Appendix – based on ONS 2020 mid-year stats for the UK 18+

Reference	Percentage results	Estimated Grossed Figure (millions)	Lower Confidence Interval	Upper Confidence Interval
Those unemployed and can do all 20 Work Tasks	33%	2.5	2.2	2.8
Those unemployed and cannot do any Work Tasks	20%	1.6	1.3	1.8
All with Work Communicating Skill	88%	35.4	34.8	35.6
All with Work Handling Information and Content Skill	85%	34.2	33.6	34.4
All with Work Transacting Skill	83%	33.6	32.8	33.8
All with Work Problem Solving Skill	88%	35.6	35.0	35.8
All with Work Being Safe and Legal Online Skill	88%	35.5	35.0	35.9
All without Work Communicating Skill	12%	4.8	4.6	5.4
All without Work Handling Information and Content Skill	15%	6	5.8	6.6
All without Work Transacting Skill	17%	6.9	6.4	7.4
All without Work Problem Solving Skill	12%	4.6	4.4	5.2
All without Work Being Safe and Legal Online Skill	11%	4.7	4.1	4.9
I can communicate in the workplace digitally using messaging applications (e.g. Email, Microsoft Teams, Zoom, Slack, internal intranet, WhatsApp)	85%	34.3	33.7	34.6
I can use workplace digital tools to create, share and collaborate with colleagues (e.g. Microsoft Teams, OneDrive, G-Suite, Office 365, WeTransfer, DropBox, WebEx, Slack)	78%	31.8	31.0	32.0

I can setup and manage an account on a professional online network/community/job site (e.g. LinkedIn, Total Jobs, Indeed)	74%	30.0	29.2	30.3
I can follow my organisation's IT policies when sharing information internally and externally (e.g classifying emails/documents, encrypting sensitive information, sharing appropriate information on social media)	80%	32.3	31.7	32.6
I can securely access, synchronise and share information at work across different devices (e.g. manage email, calendar appointment system via different devices)	79%	32.1	31.2	32.2
I can complete digital records on behalf of, or within my organisation (e.g. absence management, holidays, timesheets, expenses, tax returns)	76%	30.7	29.9	31.0
I can access salary and tax information digitally (e.g. password protected payslips, P60, P45)	73%	29.5	28.7	29.9
I can find information online that helps me solve work related problems (e.g. Search Engines, IT helpdesk, software providers, peer networks)	83%	33.7	33.0	33.9
I can use appropriate software that is required of my day-to-day job (e.g. spreadsheets, online booking systems, HR management, workflow or sales management)	80%	32.4	31.7	32.7
I can improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides (e.g. LinkedIn Learning, YouTube, iDEA, Skillsoft, internal learning platforms)	81%	32.8	32.0	32.9
I can improve my own and/or the organisation's productivity using digital tools (e.g. Trello, Microsoft Projects and Planner, Slack)	65%	26.4	25.6	26.8
I can act with caution online and understand that there are risks and threats involved in carrying out activities online (e.g. use anti-virus software, classify and share information securely or avoid certain types of websites such as piracy websites	82%	33.0	32.4	33.3
I can set privacy and marketing settings for websites and my accounts (e.g. managing social media privacy settings, managing cookie settings, updating contact preferences)	73%	29.5	28.8	29.9
I can follow data protection guidelines online (e.g. following data storage and retention guidelines, not sharing or using other people's data or media such as movies or music without their consent)	82%	33.0	32.3	33.3
I can respond to requests for authentication for online accounts (e.g. resetting my password when I've forgotten it, two factor authentication, using a remote access key or an authenticator app)	80%	32.2	31.5	32.4
I can identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)	79%	32.0	31.3	32.3
I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk (e.g. spam/ phishing emails, texts, pop ups)	81%	32.7	32.0	33.0
I can update my device software/ operating systems when necessary to prevent viruses and other risks (e.g. enabling automatic updates, or installing when prompted to do so)	77%	30.9	30.3	31.3
I can identify secure Wi-Fi networks to connect to (e.g. Wi-Fi networks where a unique password is required, trusted source or padlock next to Wi-Fi network)	78%	31.6	30.9	32.0
I can be careful with what I share online as I know that online activity produces a permanent record that can be accessed by others (e.g. publicly shared photos, forums, personal information or opinions)	81%	32.6	32.0	33.0

I cannot communicate in the workplace digitally using messaging applications (e.g. Email, Microsoft Teams, Zoom, Slack, internal intranet, WhatsApp)	15%	5.9	5.6	6.5
I cannot use workplace digital tools to create, share and collaborate with colleagues (e.g. Microsoft Teams, OneDrive, G-Suite, Office 365, WeTransfer, DropBox, WebEx, Slack)	22%	8.4	8.2	9.2
I cannot setup and manage an account on a professional online network/community/job site (e.g. LinkedIn, Total Jobs, Indeed)	26%	10.2	9.9	11.0
I cannot follow my organisation's IT policies when sharing information internally and externally (e.g classifying emails/documents, encrypting sensitive information, sharing appropriate information on social media)	20%	7.9	7.6	8.6
I cannot securely access, synchronise and share information at work across different devices (e.g. manage email, calendar appointment system via different devices)	21%	8.1	8.0	9.0
I cannot complete digital records on behalf of, or within my organisation (e.g. absence management, holidays, timesheets, expenses, tax returns)	24%	9.5	9.2	10.3
I cannot access salary and tax information digitally (e.g. password protected payslips, P60, P45)	27%	10.7	10.3	11.5
I cannot find information online that helps me solve work related problems (e.g. Search Engines, IT helpdesk, software providers, peer networks)	17%	6.5	6.3	7.2
I cannot use appropriate software that is required of my day-to-day job (e.g. spreadsheets, online booking systems, HR management, workflow or sales management)	20%	7.8	7.5	8.5
I cannot improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides (e.g. LinkedIn Learning, YouTube, iDEA, Skillsoft, internal learning platforms)	20%	7.5	7.3	8.2
I cannot improve my own and/or the organisation's productivity using digital tools (e.g. Trello, Microsoft Projects and Planner, Slack)	35%	13.8	13.4	14.6
I cannot act with caution online and understand that there are risks and threats involved in carrying out activities online (e.g. use anti-virus software, classify and share information securely or avoid certain types of websites such as piracy websites	18%	7.2	6.9	7.8
I cannot set privacy and marketing settings for websites and my accounts (e.g. managing social media privacy settings, managing cookie settings, updating contact preferences)	27%	10.7	10.3	11.4
I cannot follow data protection guidelines online (e.g. following data storage and retention guidelines, not sharing or using other people's data or media such as movies or music without their consent)	18%	7.2	6.9	7.9
I cannot respond to requests for authentication for online accounts (e.g. resetting my password when I've forgotten it, two factor authentication, using a remote access key or an authenticator app)	20%	8.0	7.8	8.7
I cannot identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)	21%	9.2	7.9	8.9
I cannot recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk (e.g. spam/ phishing emails, texts, pop ups)	19%	7.5	7.2	8.2

I cannot update my device software/ operating systems when necessary to prevent viruses and other risks (e.g. enabling automatic updates, or installing when prompted to do so)	23%	9.3	8.9	9.9
I cannot identify secure Wi-Fi networks to connect to (e.g. Wi-Fi networks where a unique password is required, trusted source or padlock next to Wi-Fi network)	22%	8.6	8.2	9.3
I cannot be careful with what I share online as I know that online activity produces a permanent record that can be accessed by others (e.g. publicly shared photos, forums, personal information or opinions)	19%	7.6	7.2	8.2
Those unemployed and have Work EDS	60%	4.6	4.2	4.9
Those employed and have Work EDS	82%	27.0	26.3	27.3
Those unemployed and do not have Work EDS	40%	3.0	2.7	3.4