UK Essential Digital Skills for Work

Data, insight and action to close the UK workplace digital skills gap

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In partnership with

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The UK Essential Digital Skills for Work report brings to life the challenges the UK labour force are facing today with workplace digital skills.

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Headlines from this report:

59% (c.23.4 million) of the UK labour force is not meeting its full potential
(see page 9)

Only c.16.8 million (41%) people are able to do the full task set
(see pages 9 and 14)

However, c.10.9 million (27%) are on the cusp of reaching their full potential
(see page 14)

The barriers vary for different skill levels and abilities
(see page 14)

There is a risk of creating a greater social and economic divide
(see page 16)

About us

Over the last seven years, Lloyds Banking Group has evidenced that digital capability is a key enabler for everyday life and work, and our aim is to ensure everyone has the access, ability and ambition to improve these skills. Through research we seek to understand how digital consumers and small businesses are and we share these findings with partners to raise awareness of the impact that digital confidence and capability can have for UK plc. We have created this Essential Digital Skills for Work report in partnership with FutureDotNow, to shine a light on the digital skills deficits existing in the UK workplace today.

These insights have supported our own work and contributed to shaping finance as a force for good. In 2022 our multichannel Academy support has helped over 400,000 businesses and people with bespoke face-to-face and telephony support and skills-building in person and online. Working with partners we also provide devices, digital onboarding and data to combat digital poverty.

Lloyds Banking Group believe in the power of partnerships – collaborating with FutureDotNow along with their c.200 member organisations, this report has been created with employers, policymakers and community organisations in mind. This research provides us all with the insight required to take action and continue to create a digitally-enabled workforce and an inclusive society.

Contact us:

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@LBGplc @FutureDotNowUK via Twitter

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Jemma Waters

Head of Digital,
Group Customer Inclusion

Digital and technology are core to every business strategy, underpinning all strategic outcomes whether they centre on growth, purpose, productivity, innovation, or all of the above. Yet at the heart of technology, is people. Implementing, interacting with and ensuring it meets consumer or user need. To maximise new technologies and the opportunity they bring, we need people who are skilled and empowered to do so. While some of the essential digital tasks may feel light years from quantum and ChatGPT, if our people lack the fundamental building blocks, strategic potential will never be reached.

We know from our Consumer Digital Index that work is one of the primary motivators for people to learn new skills, and they view workplace success as a key reason to learn. Organisations must seize this opportunity.

At Lloyds Banking Group, the skills agenda is crucial. Whether building essential digital skills or investing in the advanced skills of the future, building capability and confidence is a core thread of our employee experience and customer enablement. In creating this report, and working with partners across industry, we hope to grow collective ambition and translate it together into action. I hope you will join us on our mission to Help Britain Prosper.

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Liz Williams MBE

CEO, FutureDotNow

There remains a pervasive yet hidden Essential Digital Skills gap in the UK labour force. However, building on the success of last year's Unpacking the Hidden Middle report, this research reveals vital new data to help us understand the reality of the skills deficit and how to tackle it.

The demographic data included here gives us the most detailed view yet of who's embracing digital, and who's being left behind, breaking down levels of digital ability by sector, business size, region and more.

By providing the FutureDotNow perspective on this invaluable data from Lloyds, we are bringing our expertise and knowledge of the challenges faced by industry to help employers take action.

This report is a prime example of the power of collaboration, an idea at the core of FutureDotNow.

I hope this fresh insight will inspire you to take action. And if you're not already part of the FutureDotNow community you'll join on our mission to improve the digital confidence and capability of all working-age adults in the UK.

Executive summary

This Essential Digital Skills report provides an overview of the specific digital work abilities that the UK labour force lack, as well as an understanding of who and where, to a level of specificity not seen before.

Across 2022, Lloyds Banking Group led and collaborated with an advisory panel of 40 cross-sector partners to evolve the Essential Digital Skills Framework, ensuring it remained fit for purpose for today's digital society. As a result, and for the first time, this report provides a much broader view of workplace digital skills, surveying almost 3,000 working-age people*.

This report also brings to life stories across industries and individuals, to truly demonstrate the impact of reskilling and upskilling.

* Anyone can now be measured for Work EDS (excluding retirees).

** 'On the cusp' refers to those who can do 17-19 of the 20 Work tasks.

*** Selection of the top workplace digital tasks requiring the most focus.

[8] See page 28

How digitally proficient is the UK workplace?

At a headline level, c.23.4 million (59%) people in the UK labour force are not meeting their full potential, since they are unable to do all 20 tasks needed for the UK workplace today. Only c.16.8 million (41%) people have the full skill set and c.3.2 million (8%) cannot do any at all.

However, the data shows that just over a quarter of the labour force (27%, c.10.9 million) are on the cusp** of having all 20 tasks.

What are the challenges?

c.4.5 million (12%) of the labour force lack the Foundation Level that will set them up for success online (e.g. connecting to Wi-Fi, turning on a device), hampering their ability to not only progress in work, but to get online in the first place.

At least one-in-five of the UK labour force are unable to:***

- Use digital productivity tools
- Access their salary and tax information online
- Complete digital records on behalf of their organisation
- Update device software to prevent viruses and other risks
- Use collaboration tools

The common denominator holding people back across all levels of digital ability is being able to improve productivity using collaboration tools such as Trello, Microsoft Planner and Slack. c.13.8 million are missing out on the potential benefits.

An area of consistent focus is online safety. Four of the top ten digital tasks that the labour force are unable to do, are within this category – a concern given the level of criticality in terms of keeping employees and employers protected. It is also important to recognise the part that accessibility and availability of digital tools, services and settings play – the top five tasks that are hardest overall, all involve engaging with specific tools and interfaces.

We are at risk of creating a greater social and economic divide

Employers aspire to having diverse workforces that represent the customers and communities they serve, yet the talent pipeline is being compromised through key groups not having the digital fundamentals. The data reveals those without formal qualifications, on lower incomes, living with an impairment or from lower socio-economic groups, are some of the groups most likely to under index when it comes to having all 20 Work tasks. They are at risk of double disadvantage as digital skills are a key enabler for career prospects and progression within the workplace.

The challenges are even higher for those not in employment

They are over twice as likely as the employed to lack the digital skills for work. One-third (33%, c.2.5 million) can do all 20 Work tasks (compared to 43% of those working) whereas 20% (c.1.6 million) cannot do any Work tasks (compared to 5% of those working). 82% of jobs now require digital skills, meaning this group will be at a serious disadvantage if they are planning to re-enter the workforce[8].

Industry is the greatest determiner of a person's digital skills for work

When it comes to workplace digital skills, age of an individual is less of a defining factor than seen for the Foundation Level and being able to do all 26 Life tasks. The data shows sector, educational background and personal income, correlate most strongly with having the digital skills needed to succeed in the workplace.

Those in construction are at a double disadvantage – they have the lowest proportion that can do the complete Work task set and the lowest who aren't able to do the minimum of at least one task in each of the five skills (Work EDS).

Untapped potential in the regions and nations

No region or nation has more than half of the labour force able to complete all 20 essential Work tasks. London, Northern Ireland and the South East outperform the rest of the UK, whereas the North East and Yorkshire and the Humber are trailing behind.

Organisations are becoming increasingly digital, but realising and achieving the gains of new technologies and being safe online remains a challenge

For employers, acting on the insight in this report represents an opportunity to realise real commercial value and growth potential, attract and build their people's skills, and build efficiency and productivity across their organisations.

Calls to action

Basic digital capability is a universal workplace skills gap. It may be hidden in plain sight under a much bigger umbrella of skills deficits and talent gaps, but it offers a clear opportunity for business to act. With links to growth, productivity, resilience, and innovation, addressing this "hidden middle" is a prosperity multiplier for individuals, business and the UK economy. Collective action across industry would be a game-changer. Here are five actions business can take:

De-risk your strategy

In many organisations, digital is driving the business strategy. But data suggests there will be people in your organisation and customer base who do not have the digital basics, they are often hidden in plain sight.
Do you know your hidden middle?
Is this recognised as a risk to your business strategy?

- Identify the key stakeholders and share the headline data in this report. This could be with C-suite, HR, Technology, Digital, Customer Service or Business Transformation teams.
- Digital confidence and capability are fundamental for performance, productivity and transformation. Create awareness of the skills and confidence gap and help teams to acknowledge and mitigate this risk.

See page 9

Quantify your skills gap

Do you know which skills are lacking in your organisation, and where the gap is most pronounced? Creating a baseline is a good place to start and helps you measure future impact.

- Use the demographic data within this report such as sector, region and organisation size to quantify the likely skills gaps in your organisation. Use this to identify the groups most likely to benefit from support.
- Want an even more granular view? Run a short survey of your workforce, based on the top ten tasks most lacking (or all twenty work tasks) to find where gaps are most prevalent and where there are pockets of expertise. There may be digital champions who can lend a hand to their peers.

See pages 16-23

Target the top ten

These are the tasks most commonly missing across the UK labour force. Productivity skills are number one, and four of the top ten relate to Being Safe and Legal Online. Acting on this alone represents a significant opportunity to reduce business risk whilst helping individuals build safer digital practices.

- Prioritise cybersecurity training to mitigate risks around data, viruses and other online threats. Look for ways to embed learning opportunities into existing processes so you and your teams know the risks and are confident and protected when navigating the digital world.
- Encourage your teams to experiment with productivity tools such as Trello, Microsoft Planner or Slack. Who has natural skills here? How can you support them to share with others?

See page 12

Design inclusively

As with the level of skills, the nature of individual learning styles and support needs will differ. Create varied learning opportunities that reflect the diversity of your workforce:

- Consider the demographics of your teams to identify the skills they are likely missing. What worries or concerns may hold people back? Aim to build confidence as well as capability. Engage your people in the design of your programmes.
- Don't settle on a single learning pathway. People learn in different ways, so providing a mixture of online, self-paced learning, in-person workshops and peer-to-peer coaching will make upskilling accessible for many more people.

See pages 16-23

Be a part of the movement

FutureDotNow is a coalition of industry leaders focused on closing the digital skills gap for working age adults. It is free to join and there are no fees.

- FutureDotNow helps businesses to understand the nature and scale of the skills gap and empowers industry leaders to take action and drive change.
- Join the coalition to learn from each other's experiences. Access resources such as the FutureDotNow Playbook and Digital Skills Directory, and collaborate across a diverse community that's addressing this issue at scale and at pace.

For more information visit futuredotnow.uk

Foreword from Co-Chairs of the Digital Skills Council

Paul Scully MP
Parliamentary Under Secretary of State, Department for Science, Innovation and Technology

Phil Smith CBE FREng
Chairman IQE PLC

Department for Science, Innovation & Technology

Digital technology has and will continue to transform the workplace. The importance of ensuring the UK's workforce is equipped with relevant digital skills cannot be overstated. The UK's economic success, jobs, wage levels and productivity all rely on continuously improving our skills and seizing the opportunities presented by digital technology.

Building a strong understanding of the digital skills needed by the UK's workforce is crucial to this work. We are therefore grateful to Lloyds Banking Group and FutureDotNow for this report, which provides valuable insight into the levels of workplace digital skills and capabilities.

> Building a strong understanding of the digital skills needed by the UK's workforce is crucial to this work

Whilst there are positive results, there is much more work to do in order to ensure everyone has the skills they need to thrive in the workplace. The Government's Digital Strategy[1], launched last year, set out a commitment to improve the level of digital skills across the workforce. From August 2023, new digital Functional Skills qualifications are being introduced, which will provide a digital skills benchmark for all employers.

> Whilst there are positive results, there is much more work to do in order to ensure everyone has the skills they need to thrive in the workplace

Supporting flexible reskilling opportunities will enable more people than ever to gain new digital skills. As part of Skills for Life, the Government has launched Skills Bootcamps in England, which offer free, flexible courses lasting up to 16 weeks. Delivery is being scaled up this year, representing an investment of up to £80 million in digital upskilling.

Apprenticeships remain a priority for this Government and we know that they are well regarded by industry as a way to develop specialised digital skills. To increase the number of digital apprenticeships, the Government is introducing new qualifications in fast growing areas such as data science and cyber, and recently introduced flexi-job apprenticeships. The findings in this report will support joint work by Government, industry and social sector partners. As co-chairs of the Digital Skills Council, we are committed to working with industry to drive digital upskilling and build a solid baseline of digital capabilities across the UK.

> We are committed to working with industry to drive digital upskilling and build a solid baseline of digital capabilities across the UK

The Council is currently focused on mobilising digital apprenticeships and as part of this we are working with the Behavioural Insights team to understand how we can improve uptake of digital upskilling and training programmes.

We are grateful to Lloyds Banking Group and FutureDotNow for their continued commitment to the digital skills agenda and we are delighted to be partnering with them on this vital work to ensure the UK's workforce has the digital skills it needs now and in the future.

[1] See page 28

Methodology

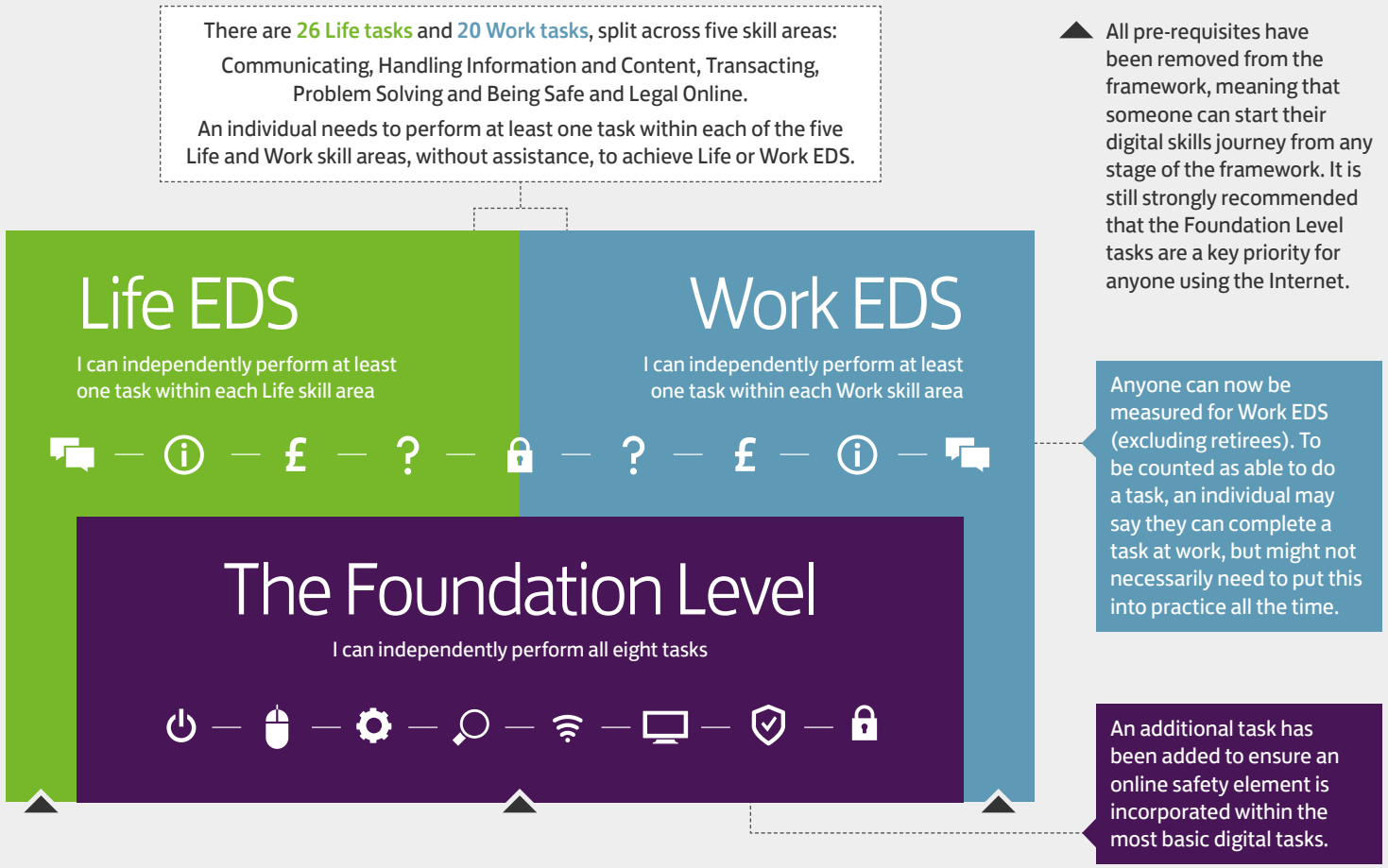
Following the last three years of measuring Essential Digital Skills (EDS), working with the Department for Education, Lloyds Banking Group led a review of the EDS framework to ensure it remained fit for purpose for today's digital society. Lloyds Banking Group surveyed 40 cross-sector partners, collating thoughts across industry on how digital capability demands may have evolved since 2018 (when the EDS framework was first created).

As a result of this, the tasks, language, hierarchy and how EDS for an individual is measured for different parts of the framework have all been simplified. As a result of the amendments, comparisons to 2019, 2020 and 2021 data are not viable.

For the purposes of this specific publication, whilst the national EDS for Work measure remains important, this report highlights the skills gap for those who are unable to do all 20 Work tasks and those that can. The ability to do all 20 Work tasks is the goal in order to facilitate employee and employer success.

For more information on the framework, FAQ's, key terminology, methodology and sample sizes, refer to *pages 29-37* in the appendix.

Figure 1. The Essential Digital Skills framework, published in 2022



UK Essential Digital Skills for Work

The recent enhancements to the Essential Digital Skills framework now enable and capture an understanding of the different entry points to building digital skills (figure 1). Some individuals may start their digital journey at work, before learning the basics and transferring their digital learnings to everyday life.

Work EDS is now measured amongst all adults aged 18+ (who are not retired). In this report, all data referenced is based on this group known as **labour force adults**. Being in employment, having the Foundation Level and corresponding Life Skills are all no longer requirements, resulting in a broader data set and a more holistic view of workplace digital skills.

c.4.5 million
(12%) lack the Foundation Level

c.8.6 million
(22%) do not have the Essential Digital Skills needed for the workplace

c.3.2 million
(8%) are disconnected and cannot do any of the 20 Work tasks

For more information on the changes to the framework and the glossary of terms, refer to pages 7 and 29-32.

Almost four-fifths of the labour force population have the digital skills needed for the workplace

14% have partial Work skills, so may lack up to four of the five skills, or may need to tackle one more skill area (figure 2). However c.3.2 million (8%) people cannot do any of the 20 Work tasks or skills.

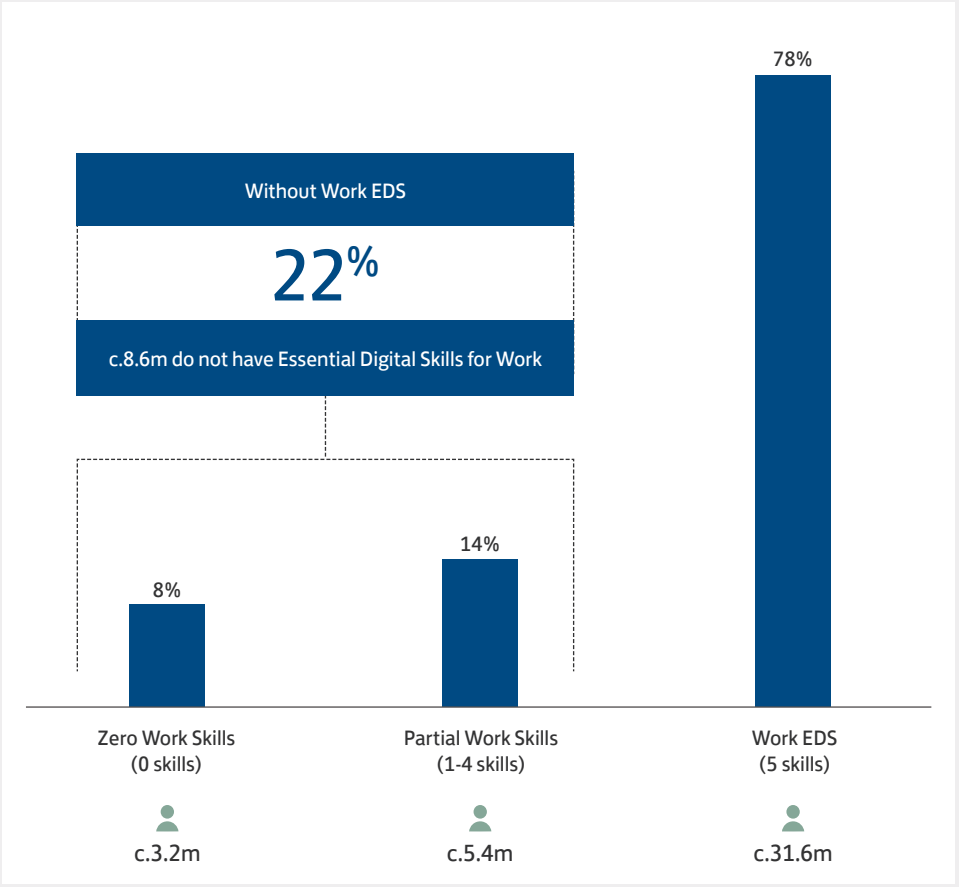
It is without a doubt that there has been positive progress across the workplace digital skills landscape (evidenced in the Lloyds Bank 2019-2021 Essential Digital Skills reports*)[4].

However, the level of digital skills can vary amongst those with Work EDS – an individual may only be able to do a minimum of five tasks (one within each skill) or up to all 20 tasks.

This report seeks to bring to life the very real skills gap that still exists for those who are eligible for the UK workforce today.

* Please note these reports were based on the previous version of the framework, and are not comparable to this data set.
[4] (See page 28)

Figure 2. Proportion of labour force adults aged 18+ and their level of Essential Digital Skills for Work, 2022 n =2,981



59% of the UK labour force is not meeting its full potential

Of all 20 tasks, on average the labour force can complete 15.6 tasks. However only 41% are able to do every single digital task surveyed for the workplace, leaving more than half (59%) with room for improvement.

Having Work EDS is important as it ensures at least some level of proficiency across all five skills, however this could mean that an individual still has another 15 tasks to master.

Figure 3 demonstrates how being able to do varying numbers of tasks translates into whether an individual may or may not have Essential Digital Skills for Work.

On average, the labour force are able to do a total of 15.6 tasks

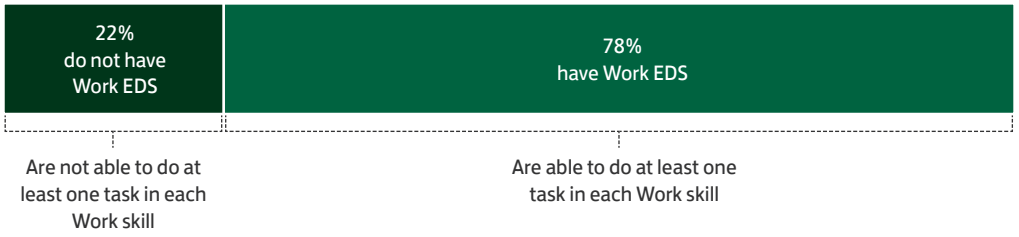
Only 41% can do all 20 tasks

Being able to do as many as 17-19 work tasks still might mean an individual does not have Work EDS

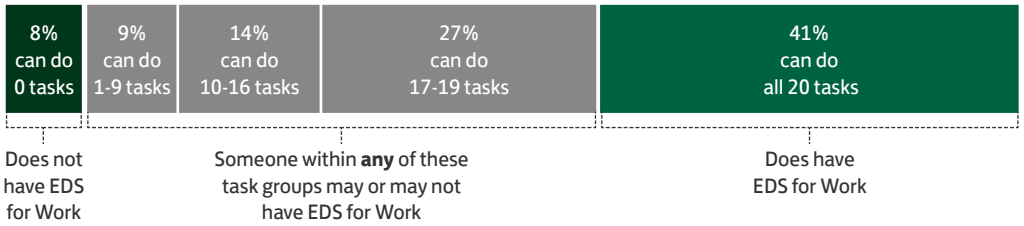
Figure 3. **Proportion of labour force adults aged 18+ that do and don't have Work EDS, and the number of Work tasks they are able to do, 2022** n=2,981

UK labour force (c.40.2 million)

Proportion of the UK labour force who do not have/have Essential Digital Skills for Work – skill view:



Proportion of the UK labour force and the number of work tasks the can do – task view:



FutureDotNow perspective

As a business coalition, we are seeing organisations recognise the importance of building basic digital capability and confidence, and for many, this is now core to business strategy.

However, this report shows there is more to do. Only 41% of the labour force can do all 20 work tasks. That means 59% (c.23.4 million people) cannot do all the basics. This is significant. This is the hidden middle. It's a common misconception that lacking digital confidence and capability is only an issue for more disadvantaged groups, but this report shines a light on the surprising reality.

As you will see later in the report, 33% of those in Tech can't do all 20 tasks, neither can 38% of those earning over £75,000 or 50% of those with a degree. Significant numbers of us at all levels would benefit from levelling up our digital skills.

With digital a fundamental part of business strategy, this persistent basic skills gap is a significant business risk. Ensuring leaders are informed and able to commit to action is vital for performance, productivity and growth.

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Case study

Rose has accelerated her career at Lloyds Banking Group using her digital capability and skills to become a Software Engineer. Rose joined the Group on a talent programme after graduating university with a maths degree, gaining experience across several non-technical roles, before becoming a data analyst.

Coupling this new role with the offer to take part in a ten-week course with Code Clan, this learning provided Rose with the opportunity to re-skill herself as a Software Engineer. In addition to this, the Group also facilitated a 'We Code' course, providing a supportive environment for learning to code around others. Rose knew this was an upcoming area of growth which sparked her motivation to get involved and learn a new skillset – attending these courses were a pivotal moment for her career development.

"I've always loved problem solving and I now do it in my role on a daily basis."

Rose faced imposter syndrome at the start of her journey and felt the tech world was a big unknown that was not open to her. Rose's advice to others just starting out on their journey is to take the initial first step of getting involved and making sure to speak to others.

"The first step is the scariest as there is so much to learn, but it is worth it! It really is achievable for everyone."

Rose has broadened her career horizons by investing time in herself and learning new digital skills. She is now the Engineering Community Lead, taking on a leadership position and coaches and mentors not only her direct team but other community members, demonstrating the wider impact that learning can have.

"I was technically minded, but I now understand how to use logical skills in a technology environment. I have also learned new tangible skills such as how to improve our apps to support our customers, which can really make a difference."

Rose's desire and passion to learn new digital and technology skills has grown from strength to strength having recently completed a Masters in software systems.

"There are lots of opportunities to learn. It makes such a difference when you are working in a supportive environment that allows you to invest in your digital skills."

Through upskilling herself, Rose has also found a passion for supporting and developing others on their tech journey. As part of Lloyd Banking Group's Women ConnecTech network for women in technology, Rose teaches a 'Coach to Code' course for women and non-binary colleagues, facilitating a learning experience in programming and coding. The course recently paired 108 learners with 60 coaches. Some learners have already made a career change into data and tech, demonstrating the power of investing in colleague capability, which in turn can upskill others and make a brilliant difference to the workforce community.

"I'm a huge supporter of women in tech, so it's great to be able to work with like-minded (and really inspiring!) female colleagues."

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Understanding the workplace skills gaps

The aggregate skill view shows the workforce needs support with Transacting and Handling Information and Content (figure 4)

When also comparing those (figure 5) that can do at least one task (blue line) versus all tasks (green line) within one skill, there is a significant difference signalling a lack of depth in each skill across the labour force.

Despite Being Safe and Legal Online and Problem Solving being two of the strongest skills, they both demonstrate the most severe lack of depth in skill, providing the most opportunity for improvement.

To see each task grouped by skill, *see appendix 1*.

40%

of the UK labour force are:

- Leaving themselves vulnerable online at work
- Or struggling to use digital tools to problem solve in the workplace

Figure 4. Proportion of labour force adults aged 18+ and the Essential Digital Skills for Work they can and can't do, 2022 n =2,981

Aggregate skill view

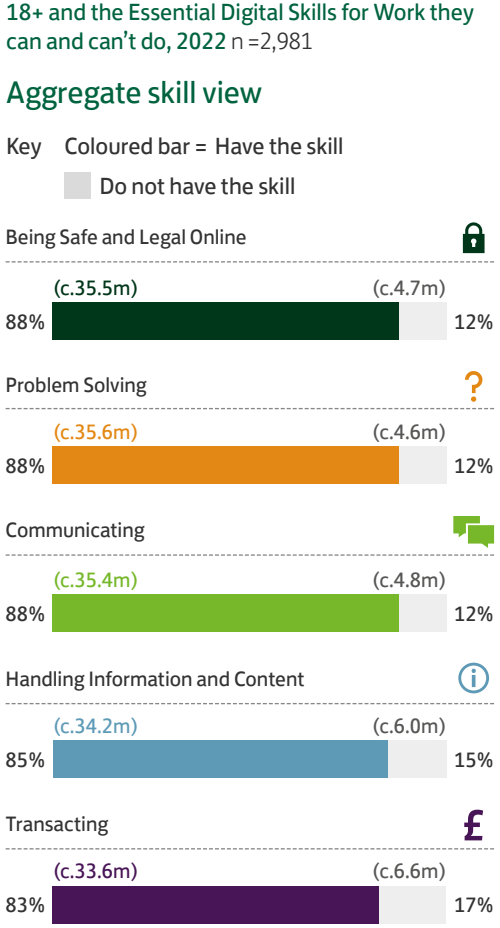
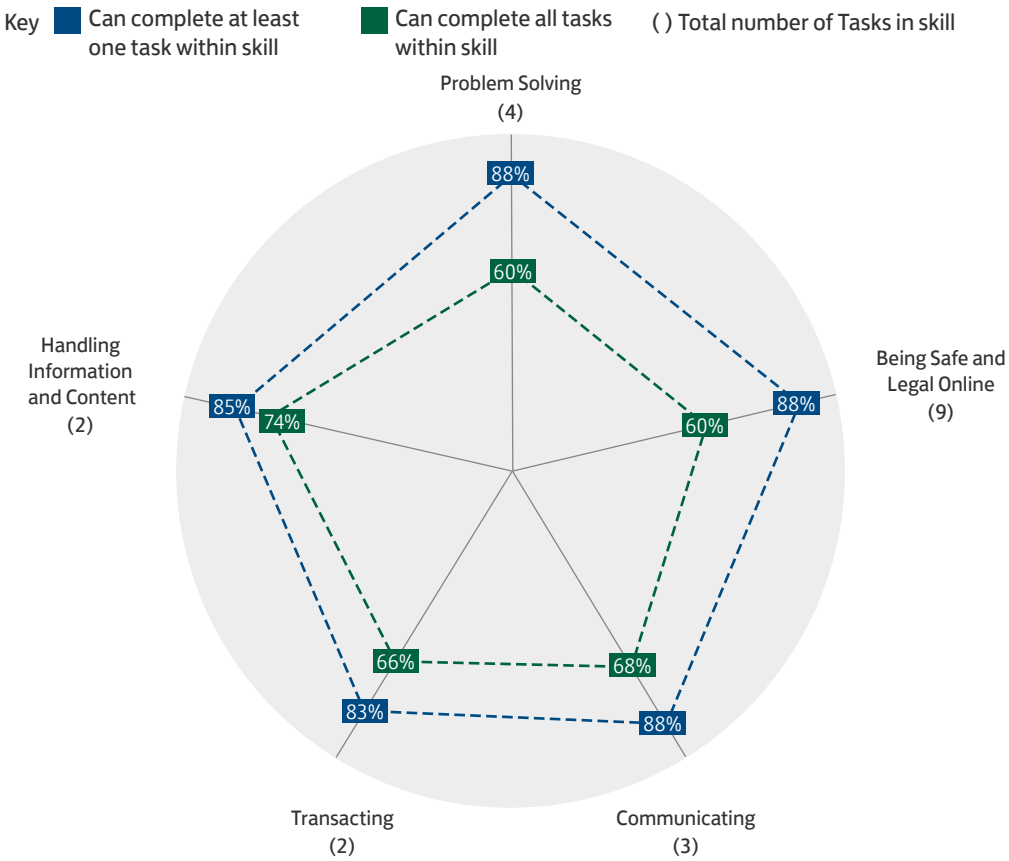


Figure 5. Proportion of labour force adults aged 18+ and comparison of being able to do one, or all tasks within each Work skill (demonstrating depth of each skill), 2022 n=2,981

Depth of skill view



* Please note, graph is ordered in terms of largest difference between completing at least one task versus all tasks within a skill.

The top ten workplace digital tasks requiring the most focus

Figure 6 highlights the ten Work tasks that the UK labour force is most likely to struggle with.

As seen in figure 4, Problem Solving, Transacting and Being Safe and Legal Online present the top three most challenging tasks – Being Safe and Legal Online actually accounts for four of the top ten tasks that the UK labour force struggle with the most, and are plausibly the most critical in terms of keeping an organisation and its employees protected. It is important to recognise the part that accessibility and availability of digital tools, services and settings play – the top five tasks all involve engaging with specific tools and interfaces.

Positively, for 16 of the 20 Work tasks, ability to do each task ranges from 75-85% *(appendix 2)*.

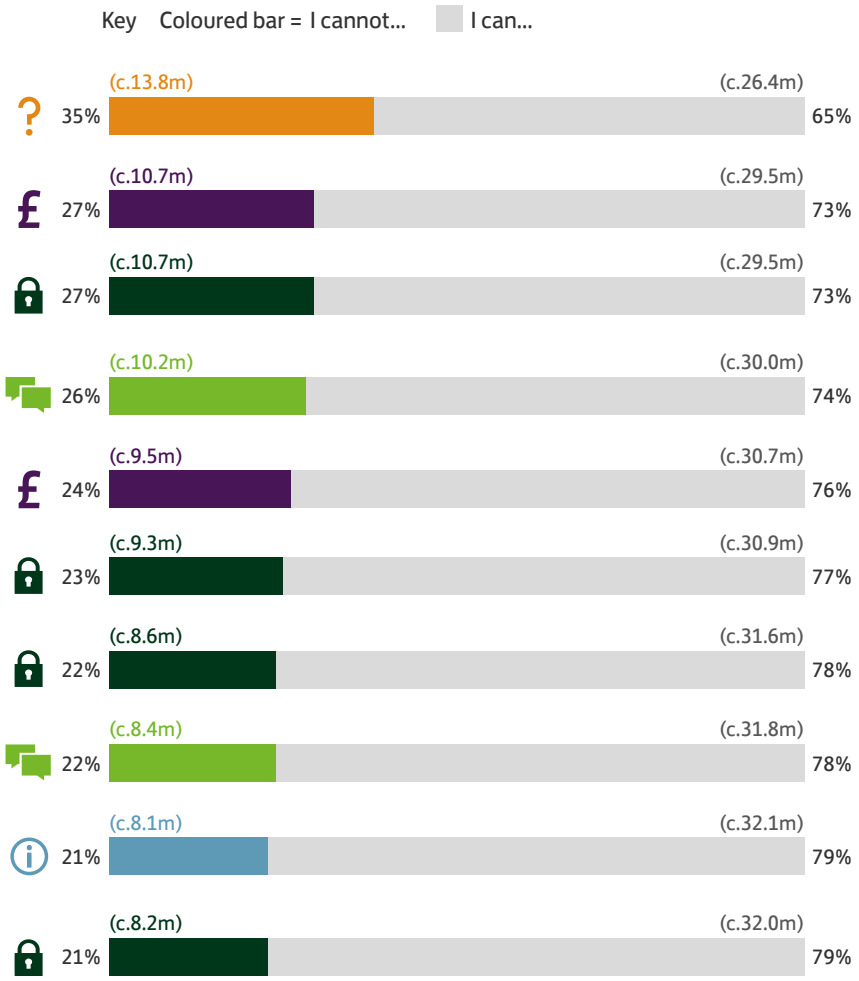
35% cannot use digital tools to improve productivity – this is the hardest Work task for the labour force

For the remaining tasks and more detail see *appendix 2*. View the interactive data tables *here*.

Figure 6. Proportion of labour force adults aged 18+ and the ten Work tasks across the five Work skills they are least likely to be able to do, 2022 n = 2,981

Top ten tasks most lacking

1. I cannot improve my own and/or the organisation's productivity using digital tools (e.g. Trello, Microsoft Projects and Planner, Slack)
2. I cannot access salary and tax information digitally (e.g. password protected payslips, P60, P45)
3. 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)
4. I cannot set up and manage an account on a professional online network/ community/job site (e.g. LinkedIn, Total Jobs, Indeed)
5. I cannot complete digital records on behalf of, or within my organisation (e.g. absence management, holidays, timesheets, expenses, tax returns)
6. 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)
7. 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)
8. 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)
9. I cannot securely access, synchronise and share information at work across different devices (e.g. manage email, calendar or appointment system via different devices)
10. I cannot identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)



FutureDotNow perspective

With aggregate figures for all skill areas in the high 80s (figure 4), at first glance it doesn't look like there's a significant issue. But the depth of skill view (figure 5) shows the underlying challenge.

Consider Being Safe and Legal Online – 88% of people can do at least one of the nine tasks. However, only 60% can do all nine. This leaves 40% more vulnerable online, potentially unable to protect their privacy, data, or devices and unsure how to identify secure networks and websites. This creates a risk for individuals and employers. This is mirrored in the 'Top Ten' (figure 6) where four of the top ten tasks people struggle most with relate to Being Safe and Legal Online.

In 2022, 39% of businesses reported cyber-security breaches or attacks in the previous 12 months, with 77% of business leaders saying cybersecurity is a high priority[2]. Taking action on this insight alone represents a significant opportunity for business to reduce risk whilst helping individuals build safer digital practices.

Prioritise training on cybersecurity to mitigate risks around data, viruses and other online threats.

Look for ways to embed learning opportunities into existing processes so you and your teams know the risks and are confident in navigating the digital world safely.

The task most people struggle with is being able to use digital tools to improve individual and organisation productivity. Over one-third (35%) of the labour force are unable to do this. Organisations are become increasingly digital, but realising the full value of new technologies remains a challenge.

Assumptions are often made that employees and customers already have the skills and confidence required to adapt to change, but this can be a costly mistake. 70% of digital transformations fail due to lack of user adoption and behaviour change[3].

Make essential digital skill building a prerequisite for all transformation and tech adoption programmes. This will improve their chance of success.

Encourage your teams to experiment with productivity tools such as Trello, Microsoft Planner or Slack. Who has natural skills here? How can you support them to share with others?

As teams look to build capability and confidence in their workplace, reports like this one can help you.

Have a look at the task journey on page 14 to see which tasks are harder to build, both for those on the cusp of having them all, and for those just getting started.

Read on to the demographics sections to see which groups in your workforce or customer base could have untapped digital potential.

And take inspiration from the case studies, where organisations and individuals share what is working for them.

There is power in coming together across industry and government on this issue. Sharing what we learn individually to benefit the collective will help us to make progress faster and we are more likely to benefit sooner from a material uplift in digital confidence and capability.

[2 and 3] Please see page 28 for full list of sources

c.10.9 million are on the cusp of all Work tasks

Over one-quarter (27%) are on the cusp of being able to do all 20 Work tasks i.e. can do 17-19 tasks (figure 7), and c.12.5 million (32%) are only able to do between 0-16 of the Work tasks.

A consistent challenge across the three task groups that are able to do 1-9, 10-16 or 17-19 tasks is using digital tools to improve productivity.

Other challenge areas emerging are:

- Identifying secure Wi-Fi networks – this is a task specific to those able to do the least tasks (1-9 tasks)
- Setting privacy and marketing settings – this is an issue for the two less capable groups (able to do 1-9 and 10-16 tasks)
- Accessing salary information – this is a task that comes to the surface for the two more skilled groups (able to do 10-16 and 17-19 tasks)

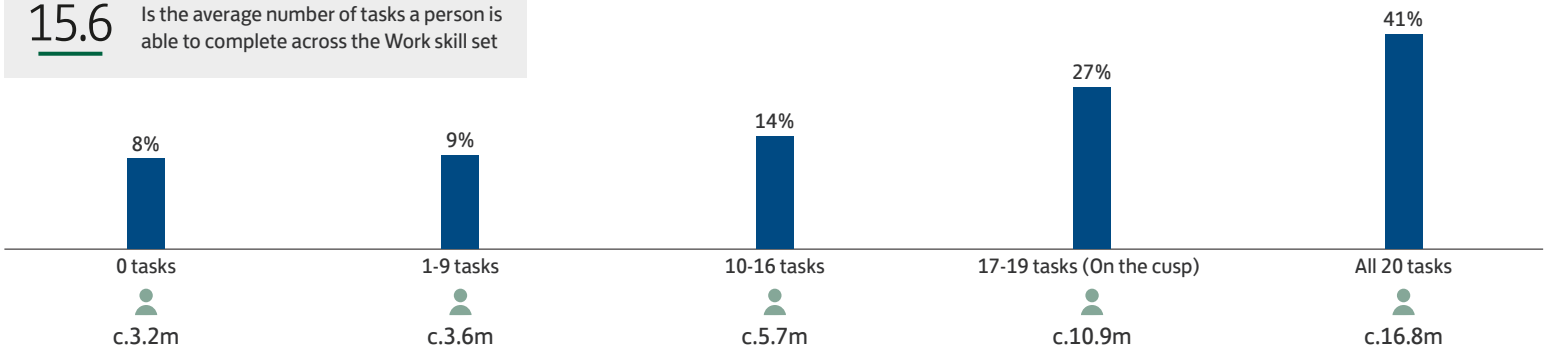
c.12.5 million 32% are potentially unable to do over three-quarters of the Work tasks (0-16 tasks)

c.23.4 million 59% have room to grow their workplace digital skills (0-19 tasks)

Figure 7. **Proportion of labour force adults aged 18+, who are able to do the listed number of tasks within Work EDS, 2022** n = 2,981

The task journey

15.6 Is the average number of tasks a person is able to complete across the Work skill set



For those able to do 1-9 tasks, the tasks they are most likely to lack are:

- I cannot improve my own and/or the organisation's productivity using digital tools – 87% **(Problem Solving)**
- I cannot set privacy and marketing settings for websites and my accounts – 86% **(Being Safe and Legal Online)**
- I cannot identify secure Wi-Fi networks to connect to – 84% **(Being Safe and Legal Online)**

For those able to do 10-16 tasks, the tasks they are most likely to lack are:

- I cannot improve my own and/or the organisation's productivity using digital tools – 65% **(Problem Solving)**
- I cannot set privacy and marketing settings for websites and my accounts – 49% **(Being Safe and Legal Online)**
- I cannot access salary and tax information digitally – 47% **(Transacting)**

For those on the cusp (17-19 tasks), the tasks they are most likely to lack are:

- I cannot improve my own and/or the organisation's productivity using digital tools – 34% **(Problem Solving)**
- I cannot access salary and tax information digitally – 20% **(Transacting)**
- I cannot set up and manage an account on a professional online network/ community/ job site – 16% **(Communicating)**

Case study

PwC UK's Digital Accelerators programme aims to improve digital confidence and capability across the whole workforce through peer mentoring. The scheme was launched in response to a digital skills shortage in the jobs marketplace and through desire to create a digital learning culture across the organisation.

Digital Accelerators has had an impact far beyond the original intended remit, impacting productivity, cyber security and more.

Sunil Patel, Chief Data Officer and Partner at PwC and a FutureDotNow board member said, "We kept looking for more and more digitally skilled people in the jobs marketplace and we just couldn't find them. There aren't enough people in the market."

"We wanted to be a more digitally confident organisation, but we couldn't recruit ourselves out of the problem."

"And with the speed of technological change, we knew training for specific skills wouldn't be enough. We realised we needed to invest in our own people to ensure we had a learning workforce and a learning organisation."

220 existing colleagues were recruited as Digital Accelerators from across the business, with successful applicants recruited not due to existing digital skills, but because of a learning mindset that would allow them to keep gaining new skills as technology and business needs evolved.

Sunil explained an example of the programme's impact: "As our Accelerators gain new skills, we see them run one-to-one and group training sessions, using informal networks to share their learnings. They work with colleagues in their local teams, looking at what someone is doing and try to offer efficiencies saying 'maybe you could do this' or 'let me show you this way of doing it' - really uncovering new ways of working."

"And more formally, we pose business problems to our Accelerators, and they think of new ways of solving those problems. One of the assets that the team created was a cash flow bot that helped us automate some of our cash flow processes."

Reverse mentoring with senior staff and partners established the programme as a priority at the most senior levels, while addressing some crucial hidden skills gaps.

Sunil also explained "We realised we were carrying some business and reputational risk through a lack of knowledge and understanding of social media privacy settings from some of our senior staff. We rolled out the relevant training in response to this to all of our partners. Having more junior members of staff mentor senior staff and partners on things like this and other newer technologies, has proved absolutely invaluable."

pwc

Demographics

Industry and educational background have the most influence on a person's workplace digital skills

When it comes to workplace digital skills, age of an individual is less of a defining factor as it is for the Foundation Level and being able to do all Life tasks (although it is still an important consideration) (*see appendix 3-4*). The data shows that an individual's industry they work in, educational background and the income they receive, correlate most strongly with having the digital skills needed for work (figure 8).

Until individuals leave school with the digital basics, training in the workplace will remain vital

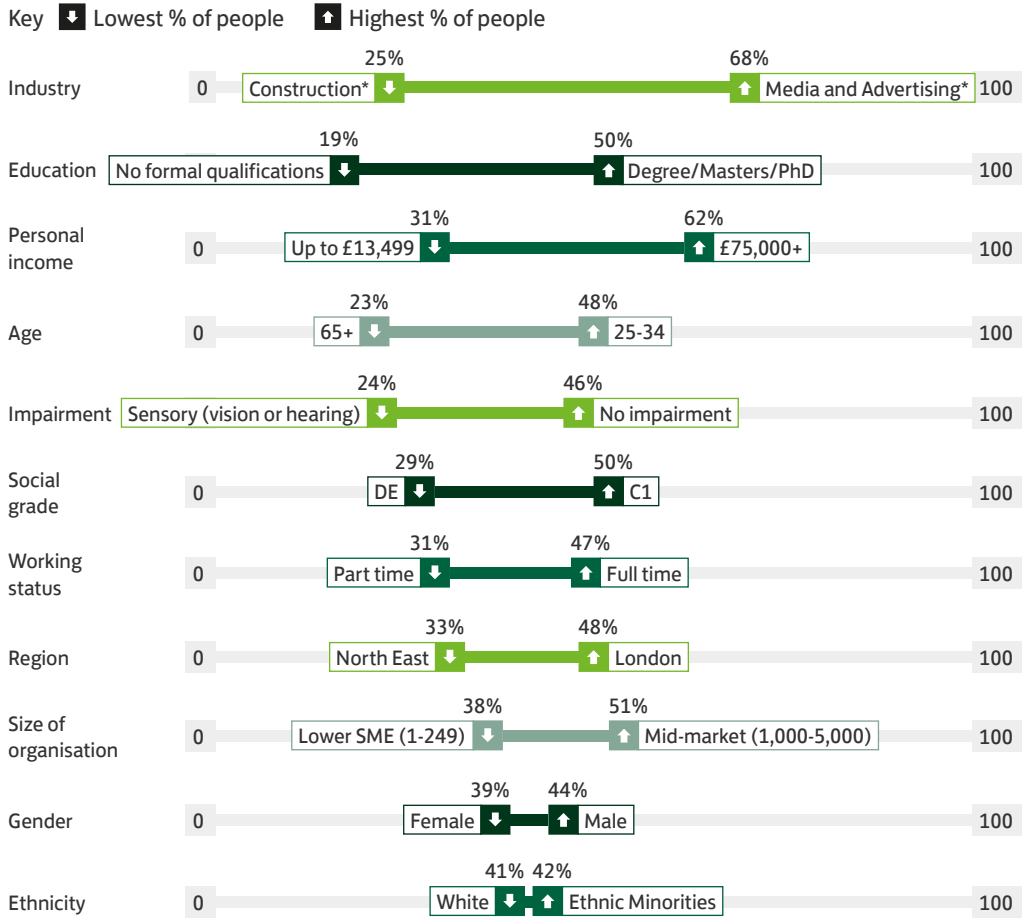
Those aged 25-34 are the most digitally advanced, rather than 18-24 year old digital natives. This could demonstrate that some EDS for Work tasks come with experience and need to be learned on the job and are less likely to be provided through further or higher education.

For the full breakdown of figure 8, *see appendix 5*.

For the national EDS for Work measure view for figure 8, *see appendix 6-7*.

Figure 8. Proportion of labour force adults aged 18+ across different demographics that can do all 20 Work tasks, 2022

Lowest sample size: Construction n= 81. Highest sample size: White ethnic group n= 2,540



There is a risk of creating a greater social and economic divide

Employers aspire to having diverse workforces that represent the customers and communities they serve, yet the talent pipeline is being compromised through key groups not having the digital fundamentals.

Those with no formal qualifications, on lower incomes, living with an impairment or from lower socio-economic groups, are some of the groups most likely to under index when it comes to having all 20 tasks. They are at risk of double disadvantage as digital skills are a key enabler within the workplace.

The challenges are even higher for those not in employment

They are over twice as likely as the employed to lack the digital skills for work. One-third (33%, c.2.5 million) can do all 20 Work tasks (compared to 43% for those working) whereas 20% (c.1.6 million) cannot do any Work tasks (compared to 5% for those working).

For more information on those not in employment see pages 51-52 in the Lloyds Bank 2022Consumer Digital Index[4].

For the tasks most lacking in each demographic group, and how many tasks they are able to do, *see appendix 8A-9F*.

* Indicates a low base size of at least 70 respondents - data should be treated with caution.

[4] Please see page 28 for full list of sources

Industry is the greatest determiner of digital capability

Figure 9 evidences that media and advertising, and the technology industry are the two leading areas that have the most in-depth and consistent workplace digital skillset, demonstrating very strong capability overall. It is important to note that some industries may be less likely to have all 20 Work tasks as the opportunity to practice every task may not always present itself in day-to-day activity.

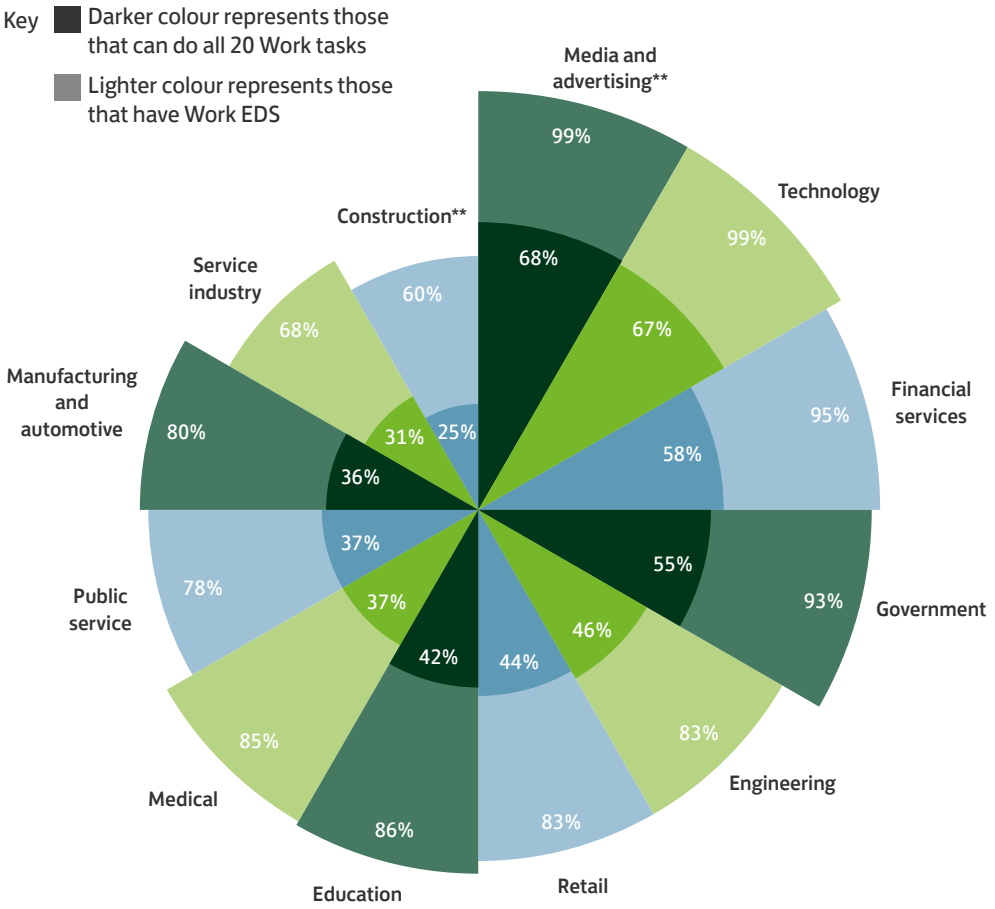
Construction is at a double disadvantage

By comparison, a quarter of the construction industry are able to do all 20 Work tasks (the lowest overall), highlighting there is much room for improvement. 40% also aren't able to do the minimum of at least one task in each of the five Work skills (Work EDS), which is also the lowest proportion across all industry groups.

The largest disconnect of skills, however, is within the medical industry. Just over one-third can undertake all Essential Digital Work tasks, and 85% have EDS for Work overall. This suggests an opportunity to build on the foundations of work skills. With the continued digitisation of health service systems, employees must be supported as Essential Digital Skills for Work are becoming increasingly non-negotiable.

Figure 9. Proportion of labour force adults aged 18+ across different industries* that can do all 20 Work tasks, compared to have Work EDS, 2022

Lowest sample size: Construction n = 81 Highest sample size: Education n = 309



* Analysis by industry is done amongst the industries with a robust enough base size.
** Please note, has a low base size of at least 70 respondents

FutureDotNow perspective

The construction and service industries are typically more manually skilled and historically less likely to have had digital technology in the workplace so it is no surprise that digital capability levels are lower than other sectors. However, digital is increasingly pervasive, what was once a manual job now has many digital touchpoints. Whether it's receiving jobs on a digital device, electronic payslips, or booking time off, the digital basics are increasingly essential. But it is not always easy to get started.

For employers in these sectors, peer learning networks can create a sense of community, helping people to build confidence and skills in a supportive environment and forge stronger relationships in the workplace. This helps to overcome resistance to change, which can be borne out of fear, lack of motivation, or misconceptions about what it involves.

It is important not to forget the gap in the more digitised sectors. 33% of those in Tech are unable to do all 20 tasks. It is human nature not to talk about what we can't do, and we often develop manual work arounds. Have a look at the top ten lacking tasks for the labour force (page 12), can you do them all?

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Case study

Travis Perkins is the country's largest distributor of building materials, with over 20,000 colleagues across c.1,400 branches in the UK. Whilst the construction sector overall is struggling to embrace digital transformation, Travis Perkins is leading the way in trying to change this, exploring new ways of improving digital confidence and capability of colleagues, customers and the sector at large.

Andy Rayner, Director of Apprenticeships and Early Careers at Travis Perkins, explains the impact of historically low levels of digital skills across the construction sector.

"In terms of investing in tech and digital upskilling, the sector is very slow. As an organisation we are pretty fast and ahead of the curve but this is because the sector as a whole isn't keeping pace. Overall we are not seeing the potential productivity gains that we could be."

One of the issues Travis Perkins has seen when rolling out their own digital transformation programmes is a level of digital scepticism across the workforce, especially amongst more mature employees.

Andy explains: "Some of it is linked to length of service. We have people who are very well established in their roles and have very established ways of doing things. When this is partnered with an underlying lack of digital capability and we are introducing a new piece of technology, there is often an understandable level of resistance."

"When we recently introduced a digital handheld device in branches, we found we were having to provide instructions at a really basic level, especially with an older demographic (such as how to turn the device on and off and how to scan bar codes). Often it was the younger team members who took to it much more easily, so we could have around a quarter of a branch team who were super-users but when they weren't there, the tech wasn't getting used at all."

New skills programmes are aiming to address these capability gaps.

"Our big push is around the concept of collaborative learning – rather than completing an online module, people learn from people. So when someone is trying to understand how to use a new bit of tech, they have the chance to ask open and honestly, 'What is this and what am I meant to do with it?'. We are starting to deliver this learning through our 1,000+ apprentices. We give them insight into the data and tech , and then ask them to talk to five or ten other people about what they have learnt – this could be to colleagues, customers, family or friends. Before we know it, we hope our reach will have snowballed from 1,000+ up to 10,000 people."

Travis Perkins is also keen to share what they are learning throughout the wider construction sector.

"We are really passionate about bringing the rest of the sector along with us and sharing our learnings. We are about 1% of the entire UK construction sector but that still leaves 99% – alone we can have an impact, but together we can make a significant difference."

Travis Perkins plc

Much untapped potential in the regions and nations

London, Northern Ireland and the South East outperform the rest of the UK in terms of being able to do all 20 Work tasks (figure 10).

For areas such as London and the North West that are considered as tech hubs across the UK, they still have less than half of their populations with the full skill set for work.

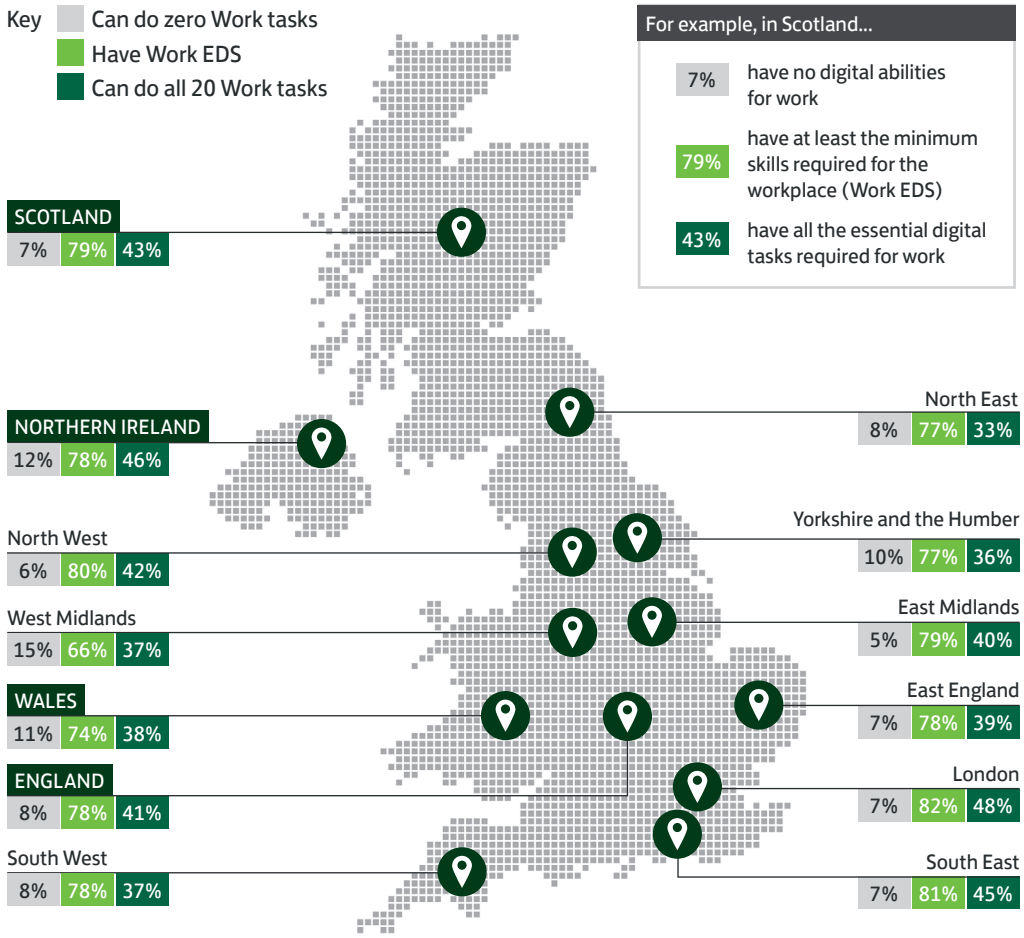
The North East, Yorkshire and the Humber, the South West and the West Midlands are the four regions requiring focus as they have the lowest proportions with the total work skill set.

The first three regions mentioned also have the greatest disparity with the EDS for Work measure, representing the largest areas of opportunity. The West Midlands has the lowest level of Work EDS across the UK and the highest proportion of those who cannot do any of the 20 Work tasks – improvement is required across the board.

No region or nation has more than half of the labour force able to complete all 20 essential digital Work tasks

Figure 10. Proportion of labour force adults aged 18+ across different regions and nations that can do zero Work tasks, have Work EDS and can do all 20 Work tasks, 2022

Lowest sample size: North East n = 102 Highest sample size: England n=2,378



FutureDotNow perspective

Despite some regional variation, there remains a digital skills gap in the labour force across every area in the UK. In no region can more than half of the labour force complete all 20 essential Work tasks, despite a post-pandemic increase in remote and hybrid working.

Due to this gap, companies in all parts of the country will find it difficult to recruit themselves out of the skills deficit faced by so many.

However, there are local government bodies showing leadership in this area, through collaboration with local business and the voluntary sector. Combined Authorities in Greater Manchester, West Midlands and West Yorkshire and Local Authorities such as Dorset Council are just some of those taking action.

With opportunities across the UK, this is where collaboration and shared insights can create impact at scale. If an organisation learns what works and shares it through the FutureDotNow coalition, many organisations can benefit. This creates a multiplier effect, it saves time and money and accelerates progress for all.

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Smaller organisations have larger room for improvement

People working within a small or mid-size enterprise (SME - 1-249 employees) are the least likely to have digital workplace skills, and the least in-depth skill set (figure 11). Just over two-thirds can do all 20 Work tasks – an overall pattern continued from the previous Essential Digital Skills report.

For smaller organisations, there is potentially less time to focus on digital upskilling and more of a focus on priority business tasks.

By comparison, on average, larger organisations (250+ employees) are the most equipped for a digital workplace – 91% have Essential Digital Skills for Work representing a high competency across all five skill areas. However, this drops to 51% for those that can do all the full Work task set.

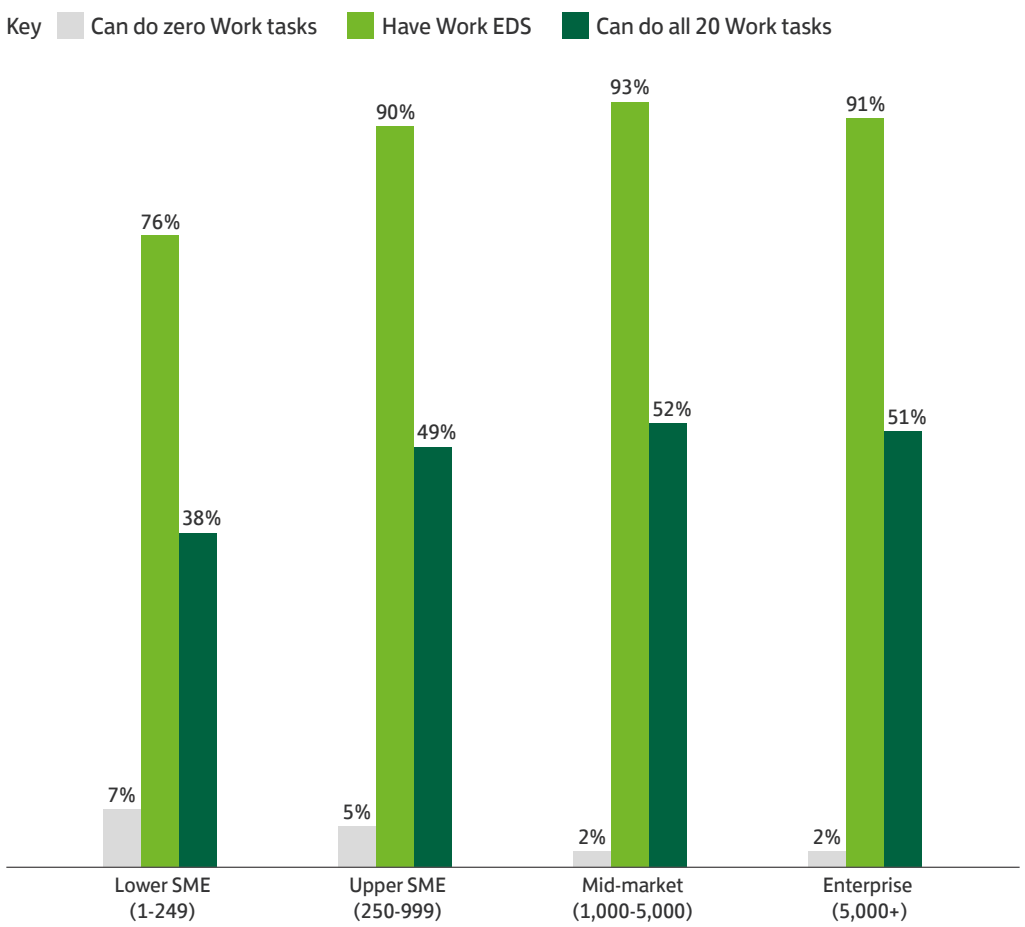
Organisations with 250+ employees (net data):

91% have Work EDS

51% can do all 20 Work tasks

Figure 11. **Proportion of labour force adults aged 18+ across different sizes of organisation that can do zero Work tasks, have Work EDS and can do all 20 Work tasks, 2022**

Lowest sample size: Upper SME n = 190 Highest sample size: Lower SME n = 1,394



[5] Please see page 28 for full list of sources

FutureDotNow perspective

SMEs (1-249 employees) account for 99.9% of all UK businesses and a workforce of 16.6 million[5], however, in 2021 only 43% of SMEs provided any level of training. Capacity constraints can be acute for small organisations so it can be hard to prioritise work that is not core business. However, the growth, resilience and efficiency benefits that come from a digitally enabled business can be game changing.

Ways that SMEs can address the gap include:

- Identifying the business benefits of increased tech skills to help make the case change and for building the digital basics.
- Discussing with employees the wider benefits of building digital capability, including how skills gained at work can translate into everyday life.
- Identifying training appropriate to the size of the business and the time available. The FutureDotNow Directory includes many free resources. Giving teams permission to prioritise skills building, with managers leading by example.

c.1.6 million of those not in work cannot do any digital tasks

Working status

Full-time workers have always been out in front in terms of their digital abilities, most likely due to the amount of time spent at work and having more of an opportunity to upskill themselves or receive support through their employer – the majority (86%) of those working full-time have Work EDS (figure 12).

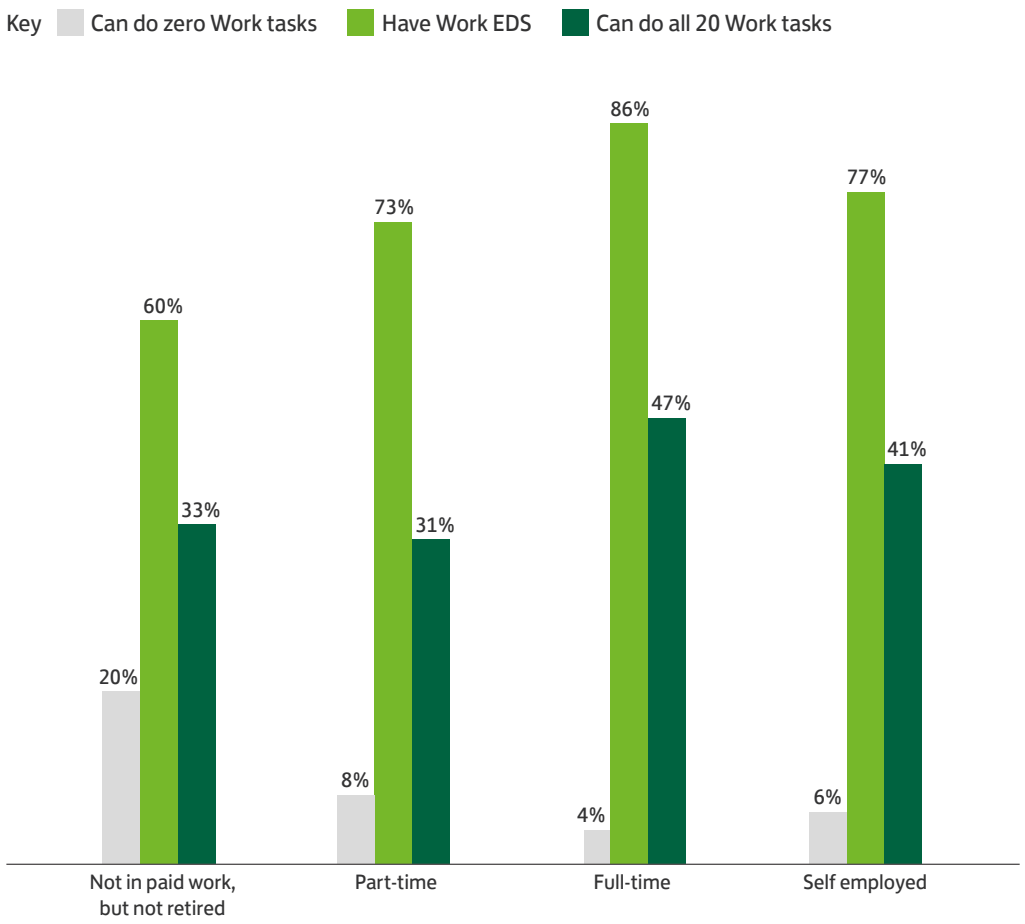
On the other end of the spectrum, only 60% of those not in employment have EDS for Work, meaning they are over two and a half times more likely to lack the digital skills for the workplace, than full-time workers. c.1.6m (20%) of this group cannot do any digital work task at all.

When comparing those that have all 20 of the Work tasks the range between the working status groups is less, although those working full-time still have the stronger skill set.

Those working part-time are the least likely to have the full skill set for the workplace and are within a similar range to those not in work – two key groups requiring help and support. Part-time workers also have the largest disparity between having EDS for Work and being able to do all tasks, highlighting the largest area of opportunity.

Figure 12. **Proportion of labour force adults aged 18+ across different working statuses that can do zero Work tasks, have Work EDS and can do all 20 Work tasks, 2022**

Lowest sample size: Part-time n = 396, Self employed n = 396 Highest sample size: Full-time n = 1,658



[6, 7, 8] Please see page 28 for full list of sources

FutureDotNow perspective

Attracting people back to the workplace is a priority. 13% of businesses report labour shortages and job vacancies are high (1.2 million)[6], but data also shows almost nine million people are economically inactive, with a further 1.2 million unemployed[7].

82% of jobs require digital skills[8], and yet only 33% of those not in work (but not retired) have all 20 work tasks. There may be opportunities to embed Essential Digital Skills training into jobseeker support programmes, or make digital confidence and capability a standard part of the new joiner onboarding process. Creating opportunities for this segment of the population to build digital skills is vital for individual prosperity, the talent pipeline and cost to the state.

In addition, part-time workers are also at risk of being left behind with only 69% unable to complete all 20 tasks. Looking at how training can be made available more flexibly and finding ways for individuals to learn in working hours, will help to address this gap.

c.3.2 million people cannot do any of the Work tasks

If someone is unable to do any of the 20 Work tasks, they are potentially more likely to feel left out in increasingly digitised workplaces and may risk being left behind. This may also hamper personal career prospects and progression as well as impact business results and productivity.

A basic level of digital ability is needed for the majority of UK jobs and workplaces, so inability to do any of the Work tasks may also make an individual's chances of entering or re-entering the workforce much more difficult.

Figure 13. demonstrates those who are more likely to fall into this group compared to the UK average. Those not in paid work but not retired and those in social grade C2DE have the largest differences compared to the UK average (29 and 23 percentage points more likely respectively).

Figure 13. Profile of labour force adults aged 18+ that cannot do any of the 20 Work tasks – key demographics, 2022 n=202

Those who cannot do any of the 20 Work tasks, compared to the UK average, are more likely to be:

- 64% Social grade C2DE (vs. 41% UK average)
- 49% Not in paid work, but not retired (vs. 20% UK average)
- 47% Living with an impairment (vs. 31% UK average)
- 31% Living alone (vs. 19% UK average)
- 31% With a GCSE/O-Level/ CSE/Vocational as highest level of qualification (vs. 19% UK average)
- 27% Aged 55-64 (vs. 15% UK average)
- 22% Earning up to £13,499 (vs. 13% UK average)
- 18% Living in the West Midlands (vs. 9% UK average)

Please note: these are key characteristics – a segmentation has not been created.

FutureDotNow perspective

c.3.2 million (8%) people is not insignificant; this group is the most digitally disadvantaged, and this is a concern. The demographic profile of this group means many face significant barriers to catching up and keeping up, and without intervention, are at real risk of being completely left behind.

For business, this group represents untapped talent, potentially unlocked through building skills and confidence.

It also represents possible customers – 8% of working age adults are effectively locked out from the digital marketplace.

As more organisations pivot to online products and services, the digital divide creates cost, either through lost revenue opportunities or the cost to run legacy systems. There is benefit to all in addressing this gap.

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c.16.8 million can do all of the Work tasks

Those who can do all 20 Work tasks have the most in-depth level of digital skills required for the workplace as outlined by the EDS framework – they can do every task within each of the five skills. This group are most likely to exhibit demographics and circumstances that are usually correlated with high levels of digital skills such as, a more affluent social grade, a higher level of education and a younger age.

Figure 14 shows the demographics with the largest difference compared to the UK average are, social grade ABC1, having a Degree/Masters/PHD as the highest qualification level, and not having an impairment (11, 11 and 10 percentage points difference respectively).

Figure 14. Profile of labour force adults aged 18+ that can do all 20 Work tasks – key demographics, 2022 n=1,297

Those who can do all of the 20 Work tasks, compared to the UK average, are more likely to be:

- 74% Living without an impairment (vs. 64% UK average)
- 63% Social grade ABC1 (vs. 52% UK average)
- 61% Working full-time (vs. 53% UK average)
- 57% With a Degree/Masters/PHD as highest level of qualification (vs. 46% UK average)
- 26% Aged 25-34 years old (vs. 23% UK average)
- 19% Earning £40,000-£74,999 (vs. 14% UK average)
- 17% Living in London (vs. 15% UK average)

Please note: these are key characteristics – a segmentation has not been created.

FutureDotNow perspective

This group represents a huge opportunity for employers, both as champions and supporters to upskilling the wider workforce and as potential candidates to develop advanced tech skills.

Face-to-face coaching and peer mentoring are some of the most powerful upskilling methods, so the most digitally capable are perfectly placed to support less confident colleagues.

The greatest danger for this group may be complacency. It is crucial that, as tech continues to evolve, there are clear routes for this cohort to evolve their skills at pace.

Additionally, having all 20 essential tasks should not be considered the end of the learning journey. This group is well placed to progress along the advanced digital skills pipeline, filling tech-specific vacancies.

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Case study: Samit's story, Heathrow Airport

Samit had been working as a security officer at Heathrow Airport for 14 years when a new workplace initiative gave him the opportunity to embrace digital, grow his skills and supercharge his career.

When rolling out Microsoft Office 365 across the workforce, Heathrow embraced the potential of the platform and invited all staff to explore what it could offer, including the, 'Power Apps' programme, which allows for the rapid development of custom business apps.

Samit explained: "As soon as my Business Manager introduced 'Power Apps', I was intrigued – as soon as I finished my shift, I went home to learn more."

"I started reading through blogs and found out that I could create an app in five minutes and that's exactly what I did. I built an app that could help us to communicate with customers in different languages. For the first time in my life I felt really, really smart."

"I showed the app to my manager and we now use this app widely across the teams at Heathrow."

"I was introduced to the Business Teams Manager who asked if I would like to present this to other departments and share information on what other 'Power Apps' I could create. Through building my experience and profile, I secured a role in IT."

"I left school when I was 16 and failed my English and Maths. I didn't have any IT background. Developing my skills, as well as this app, has given me the self-belief I needed and has proven that you don't need a background in IT to be techy."

Case study: Phil's story, PSE Offline Marketing

The PSE Offline Marketing family business was created in 1995. The business has always been successful and profitable, however, once Covid struck, this provided the headspace and opportunity to kick start their digital transformation journey.

Phil explained, "The world and the business went quiet overnight. We decided to pivot our business model and offering from a traditional print management company to becoming a strategic marketing partner for our clients."

"Offline services are still a fundamental part of what we do; however, we knew it was incredibly important to support our strategy by moving lots of our processes online and embracing digital tools to add value to our service, design, and data insights. We can now analyse some client data in a matter of minutes, rather than taking hours previously."

"Due to being a small team and wanting to grow at pace, we had to recruit and buy in the sought-after experience and skill sets we knew we needed to succeed – data analysis and problem-solving with data were by far the hardest skill sets to find."

"We have grown from a team of 12 to 23, with more due to join us this year. We are now focusing on creating apprenticeship opportunities as well as harnessing the experience we have in-house to upskill and diversify our workforce. We have created training programs to support our team with learning new or developing existing capabilities and are better enabling knowledge transfer between the team."

Thank you to our partners

UK Essential Digital Skills for Work

Join the conversation:

The report and other content can be found online:
lloydsbank.com/consumerdigitalindex

Please refer to our website for the Essential Digital Skills interactive data tables, technical notes and helpful links and resources.

Please get in touch at:
DigitalSkillsInclusion@lloydsbanking.com

For more information on FutureDotNow please visit **futuredotnow.uk**

For more information on the Lloyds Bank Academy please visit:
lloydsbankacademy.co.uk

For more information on our Digital Helpline please visit:
lloydsbank.com/help-guidance/get-skills-and-support-near-you

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Great care has been taken to ensure that the information used here cannot be in any way traced to a specific individual. This report has used aggregated data across social and demographic groups to highlight the trends and insights that will help UK Government, industry, thought leaders and practitioners to understand more about the digital inclusion landscape.

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Issue date: 10th March 2023

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commonslibrary.parliament.uk/research-briefings/cdp-2023-0001/#:~:text=Skills%20and%20labour%20shortages%201%20Businesses%20have%20been,difficulty%20recruiting%20employees%20with%20the%20relevant%20skills.%20

[7] Employment in the UK - Office for National Statistics (ons.gov.uk)
ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/employmentintheuk/february2023#glossary

[8] No Longer Optional: Employer Demand for Digital Skills (publishing.service.gov.uk)
assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807830/No_Longer_Optional_Employer_Demand_for_Digital_Skills.pdf

The Essential Digital Skills Framework FAQs

Following the recent changes to the framework, how does an individual achieve the different areas?

This year the pre-requisites have been removed. Previously, an individual had to have the Foundation Level to be eligible for EDS for Life, and had to have Life EDS to be eligible for Work EDS. Now, someone can start their digital journey in any of the framework areas, and will be counted within the measure.

Why were pre-requisites removed from the EDS Framework?

No longer having pre-requisites can uncover a more holistic view of UK capability. The Foundation Level is still the most fundamental set of tasks in getting an individual set up for success online. However, it was recognised that an individual's digital journey is not always linear, and their first point of entry may be through Life or Work, which was not previously captured.

Are comparisons to previous year's data possible?

Direct comparisons to 2019, 2020 or 2021 data cannot be made and are not featured in this report. However, annual readers can make anecdotal comparisons if they wish, noting the changes to the framework. All previous reports are still available on the Consumer Digital Index website as well as the EDS data tables.

How has the Foundation Level changed?

The Foundation tasks have been updated. There are now eight Foundation tasks, instead of seven. Other elements of achieving the Foundation Level remain the same. All eight tasks must be completed without assistance, to achieve the Foundation Level. (Please see the 2022 Lloyds Bank Consumer Digital Index for more information).

How has Essential Digital Skills for Life changed?

The set of Life tasks have been changed. There are now 26 Life tasks across five skill areas, instead of 29 tasks. Other elements of achieving Life EDS remain the same (Please see the 2022 Lloyds Bank Consumer Digital Index for more information).

An individual needs to perform at least one task within each of the five Life skill areas, without assistance, to achieve Life EDS.

How has Essential Digital Skills for Work changed?

The set of Work tasks have been changed. There are now 20 Work tasks across five skill areas, instead of 17 tasks (see page 31 for more information).

An individual needs to perform at least one task within each of the five Work skill areas, without assistance, to achieve Work EDS.

Being in employment is no longer a requirement for Work EDS, as it was considered important to measure work skills for those who are out of work and potentially job seeking. Therefore, all participants who are not retired (known as the labour force sample) are eligible for Work EDS.

Additionally, participants do not have to actively be doing a work task at a place of employment to be counted as able to do the task.

Are the tasks the same across Essential Digital Skills for Life and Work?

The nine Being Safe and Legal Online tasks are the same for both Life and Work EDS – they represent core activities to keep someone safe whilst using the Internet in day-to-day life and the workplace. The rest of the tasks across the remaining four skill areas are unique to Life and Work EDS.

The Essential Digital Skills Framework 2.0 – Tasks and Skills

The Essential Digital Skills Advisory Panel

Following three years of the Essential Digital Skills (EDS) benchmark being published, working with the Department for Education, Lloyds Banking Group led a review of the EDS framework to ensure it remained fit for purpose for today's digital society.

During late 2021, an Advisory Panel was convened and a survey was circulated, receiving inputs from 40 cross-sector partners to collate thoughts across industry on how the demands for digital capability may have evolved during the last three years. The Advisory Panel reviewed, ratified and collectively agreed the updates to the Framework.

Thank you to the organisations who contributed to the shaping of the Framework:

BCS The Chartered Institute for IT, BT Group, citizens advice, Citizens Online, Department for Education, digital poverty alliance, Digital Unite, future now, Good Things Foundation, Google, Digital Skills Partnership Lancashire, Learning Foundation, University of Liverpool, Lloyds Bank, Money & Pensions Service, Nominet, SCVO, TechTalent Charter, THE Times Higher Education, UPSKILL DIGITAL, vodafone, Llywodraeth Cymru Welsh Government, Digital Skills Partnership West Yorkshire

There continues to be three components to the Essential Digital Skills Framework, the Foundation Level, Essential Digital Skills for Life and Work.

Please see below and on the next page for the complete list of skill areas and the tasks within.

The Foundation Level

The Foundation Level consists of the most fundamental tasks to set up an individual for success online. There are eight tasks that comprise the Foundation Level. An individual needs to perform all eight tasks without assistance to have the Foundation Level.

1. You can turn on the device and enter any account login information as required
2. You can use the available controls on your device (e.g. mouse, keyboard, touchscreen, trackpad)
3. 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)
4. You can find and open different applications/programmes/platforms on your devices (e.g. opening a web browser, messaging applications)
5. 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)
6. You can open an Internet browser to find and use websites (e.g. Safari, Google Chrome, Mozilla Firefox, Microsoft Edge)
7. 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)
8. You can update and change your password when prompted to do so

Life EDS

Essential Digital Skills for Life are the tasks/skills required to be digitally proficient in day-to-day life. An individual must be able to do at least one task within each of the five Life skills to have Life EDS.

Communicating

1. You can set up accounts which help you communicate online (e.g. email, social media, forums)
2. 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)
3. You can use software to create, write or edit documents (e.g. Microsoft Word/ Google docs/Pages for a CV/letter)
4. 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)
5. You can make and receive video calls (e.g. Facetime, Zoom, Facebook Portal or WhatsApp call)
6. You can post messages, photographs, videos or blogs on social media platforms (e.g. Facebook, Instagram, TikTok, Twitter or Snapchat)

Handling Information and Content

1. 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)
2. You can use search engines to find information you're looking for (e.g. search for news, the weather, train times)
3. You can store and back up photos, messages, documents or other information (e.g. iCloud, Google Drive, Dropbox, OneDrive, desktop or storage drive)
4. You can use the cloud to access content from different devices (e.g. smartphone, tablet, laptop and desktop)
5. 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

1. You can set up an account online that enables you to buy goods or services (e.g. Amazon, eBay, supermarkets or other retailers)
2. 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)
3. You can buy goods/services online using online payments (e.g. Debit/credit card, PayPal, Apple Pay, Google Pay, Worldpay)
4. 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

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

Being Safe and Legal Online

1. 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)
2. 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)
3. 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)
4. 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)
5. You can identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)
6. 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)
7. 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)
8. 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)
9. 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)

Work EDS

Essential Digital Skills for Work are the tasks/skills required to be digitally proficient in the workplace. An individual must be able to do at least one task within each of the five Work skills to have Work EDS.

Communicating

1. You can communicate in the workplace digitally using messaging applications (e.g. Email, Microsoft Teams, Zoom, Slack, internal Intranet, WhatsApp)
2. 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)
3. You can set up and manage an account on a professional online network/ community/job site (e.g. LinkedIn, Total Jobs, Indeed)

Handling Information and Content

1. 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)
2. 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

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

Problem Solving

1. You can find information online that helps you solve work related problems (e.g. Search Engines, IT helpdesk, software providers, peer networks)
2. 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)
3. You can improve your 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)
4. You can improve your own and/or the organisation's productivity using digital tools (e.g. Trello, Microsoft Projects and Planner, Slack)

Key terminology

Due to the nuances of the framework, a number of key terms have been defined to clarify the different definitions within the framework and how this relates to the tasks, skills and levels.

In 2022, the Essential Digital Skills Framework was updated to reflect more accurately the current technological landscape and opportunity for digital activities. Thus, definitions for key terminology have changed compared to 2019-2021.

Level

There are three levels within the Essential Digital Skills Framework:

- **The Foundation Level**
- **Life Essential Digital Skills (EDS)**
- **Work Essential Digital Skills (EDS)**

Each level is standalone and pre-requisites are no longer in place within the framework.

Skills

The same five skill areas are used within Life and Work EDS:

- **Communicating**
- **Handling information and content**
- **Transacting**
- **Problem solving**
- **Being safe and legal online**

Tasks

There are specific tasks that demonstrate an individual's proficiency across different levels:

- **Eight tasks within Foundation (also referred to as fundamental tasks)**
- **26 tasks within Life**
- **20 tasks within Work**

Glossary Term	Definition	Level Summary
Without the Foundation Level	I do not have the Foundation Level – I can do 0-7 of the Foundation tasks by myself	There are eight Foundation tasks that comprise the Foundation Level (digital basics). An individual needs to perform all eight tasks without assistance to have the Foundation Level. **The Foundation Level is no longer a pre-requisite for Life and Work EDS.** 'On the cusp' refers to those who can do 6-7 of the eight Foundation Level tasks.
No Foundation tasks	I cannot do any of the eight Foundation tasks by myself	
Partial Foundation Level	I can do 1-7 of the Foundation tasks by myself	
The Foundation Level	I can do all eight Foundation tasks by myself	
Without Life EDS	I do not have Life EDS – this means I have only 0-4 of the Life skills	There are 26 Life tasks in total, split across five skill areas: Communicating, Handling Information and Content, Transacting, Problem Solving and Being Safe and Legal Online. All 26 Life tasks are not required to have Life EDS. An individual needs to perform at least one task within each of the five Life skill areas. 'On the cusp' refers to those who can do 22-25 of the 26 Life tasks.
Zero Life Skills	I do not have any of the five Life skills – this means I cannot do any of the 26 Life tasks	
Partial Life Skills	I have 1-4 of the five Life skills – this means I can do at least one task in 1-4 of the five Life skill areas	
Life EDS or Essential Digital Skills for Life (EDS for Life)	I have all five Life skills – this means I can do at least one task in each of the five Life skill areas	
Without Work EDS	I do not have Work EDS – this means I have only 0-4 of the Work skills	There are 20 Work tasks in total, split across five skill areas: Communicating, Handling Information and Content, Transacting, Problem Solving and Being Safe and Legal Online. All 20 Work tasks are not required to have Work EDS. An individual needs to perform at least one task within each of the five Work skill areas without assistance. Anyone can be measured for Work EDS as long as they are not retired. They also may be able to perform the task in their working life but not need to use it. 'On the cusp' refers to those who can do 17-19 of the 20 Work tasks.
Zero Work Skills	I do not have any of the five Work skills – this means I cannot do any of the 20 Work tasks	
Partial Work Skills	I have 1-4 of the Work skills – this means I can do at least one task in 1-4 of the five Work skill areas	
Work EDS or Essential Digital Skills for Work (EDS for Work)	I have all five Work skills – this means I can do at least one task in each of the five Work skill areas	

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.

Essential Digital Skills Calculation

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 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:

ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2020

ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/summaryoflabourmarketstatistics

The technical appendices can be found here: lloydsbank.com/assets/media/pdfs/banking_with_us/whats-happening/0323-lloyds-ipsos-mori-essential-digital-skills-technical-note.pdf

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

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 Survey Unweighted Sample Sizes

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**

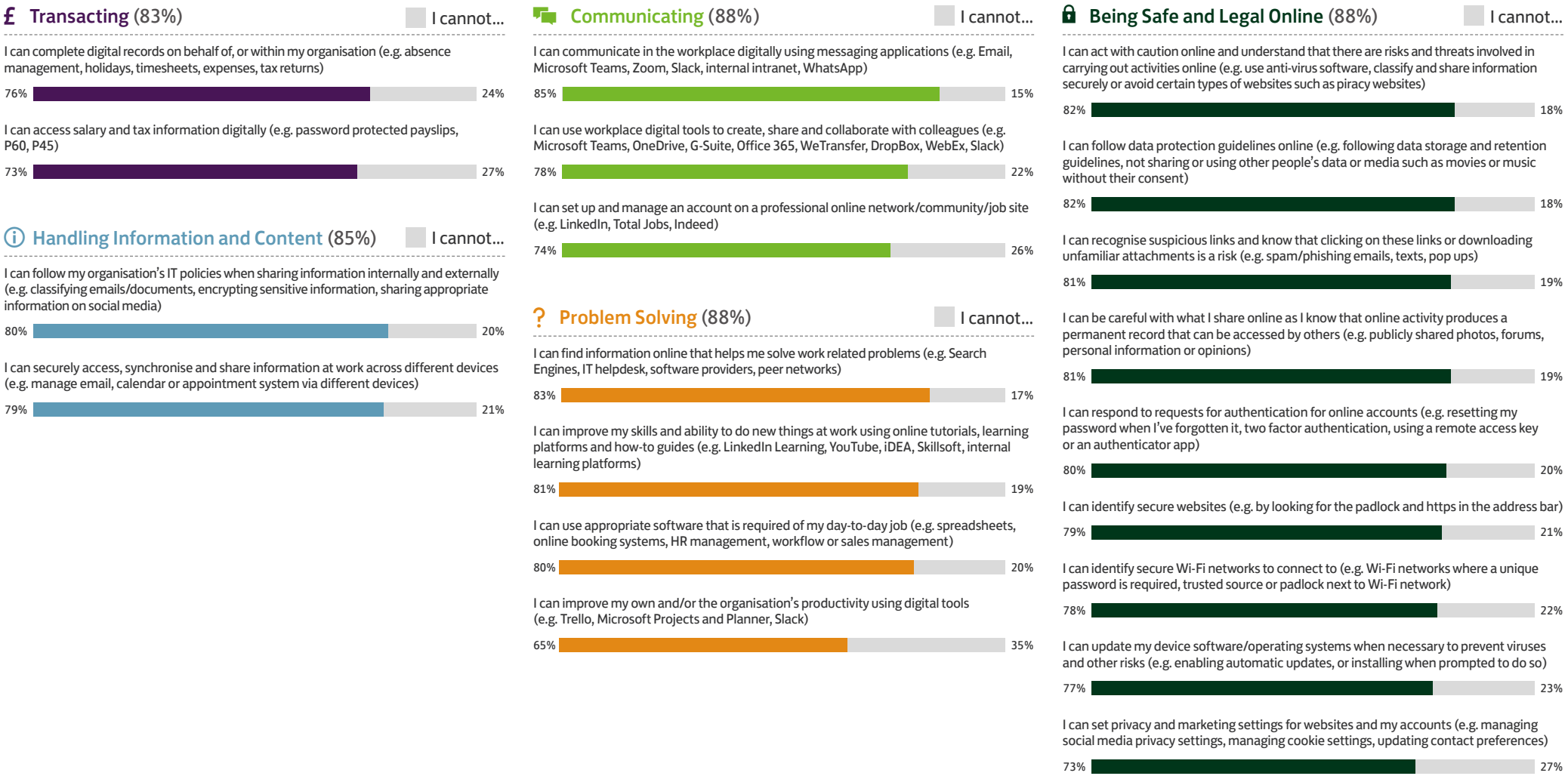
Size of Organisation:

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**

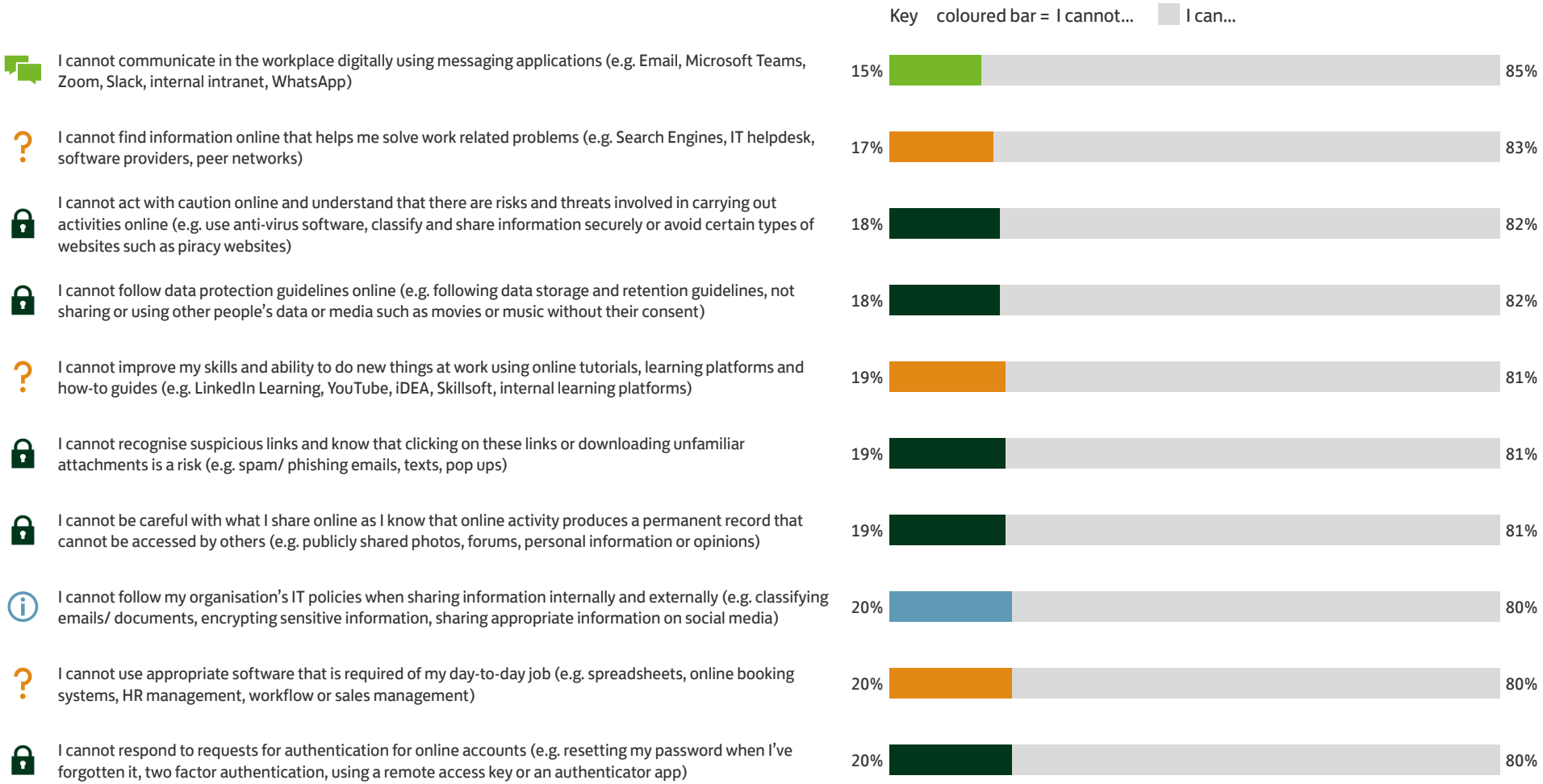
Working status:

Not in paid work, but not retired **n=531**
Part-time **n=396**
Full-time **n=1,658**
Self-employed **n=396**

Appendix 1. **Proportion of labour force adults aged 18+ who can/cannot do each of the 20 Work tasks across the five Work skills, within each skill area, 2022** n= 2,981
(click to return to page 11)

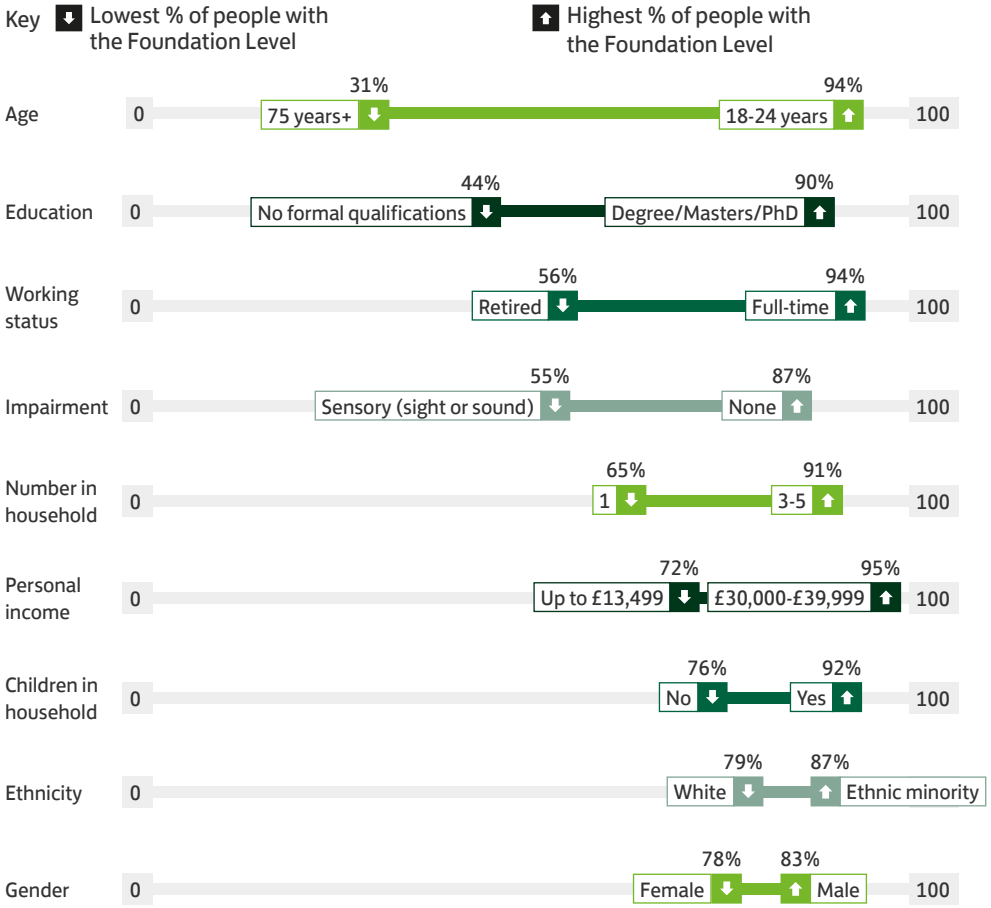


Appendix 2. **Proportion of labour force adults aged 18+ and the ten Work tasks across the five Work skills they are most likely to be able to do, 2022** n= 2,981
(click to return to page 12)



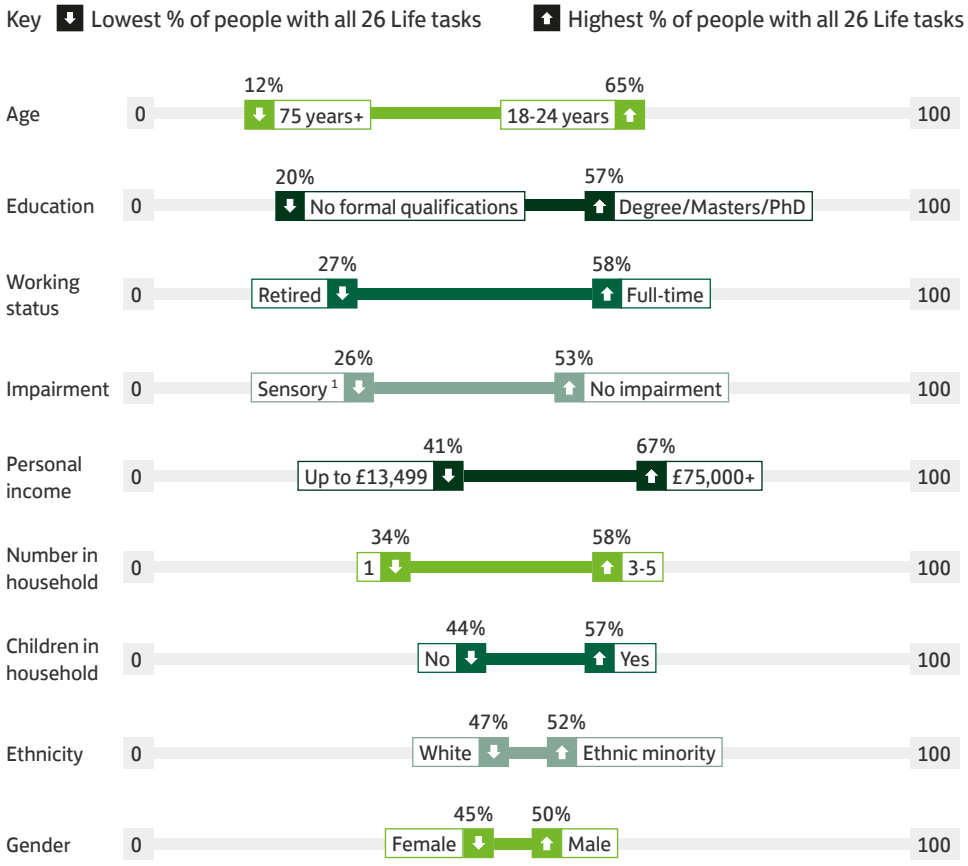
Appendix 3. **Proportion of labour force adults aged 18+ across different demographics that have the Foundation Level, 2022** *(click to return to page 16)*

Lowest sample size: No formal qualifications n = 286 **Highest sample size:** White n = 3,620



Appendix 4. **Proportion of labour force adults aged 18+ across different demographics that can do all 26 Life tasks, 2022** *(click to return to page 16)*

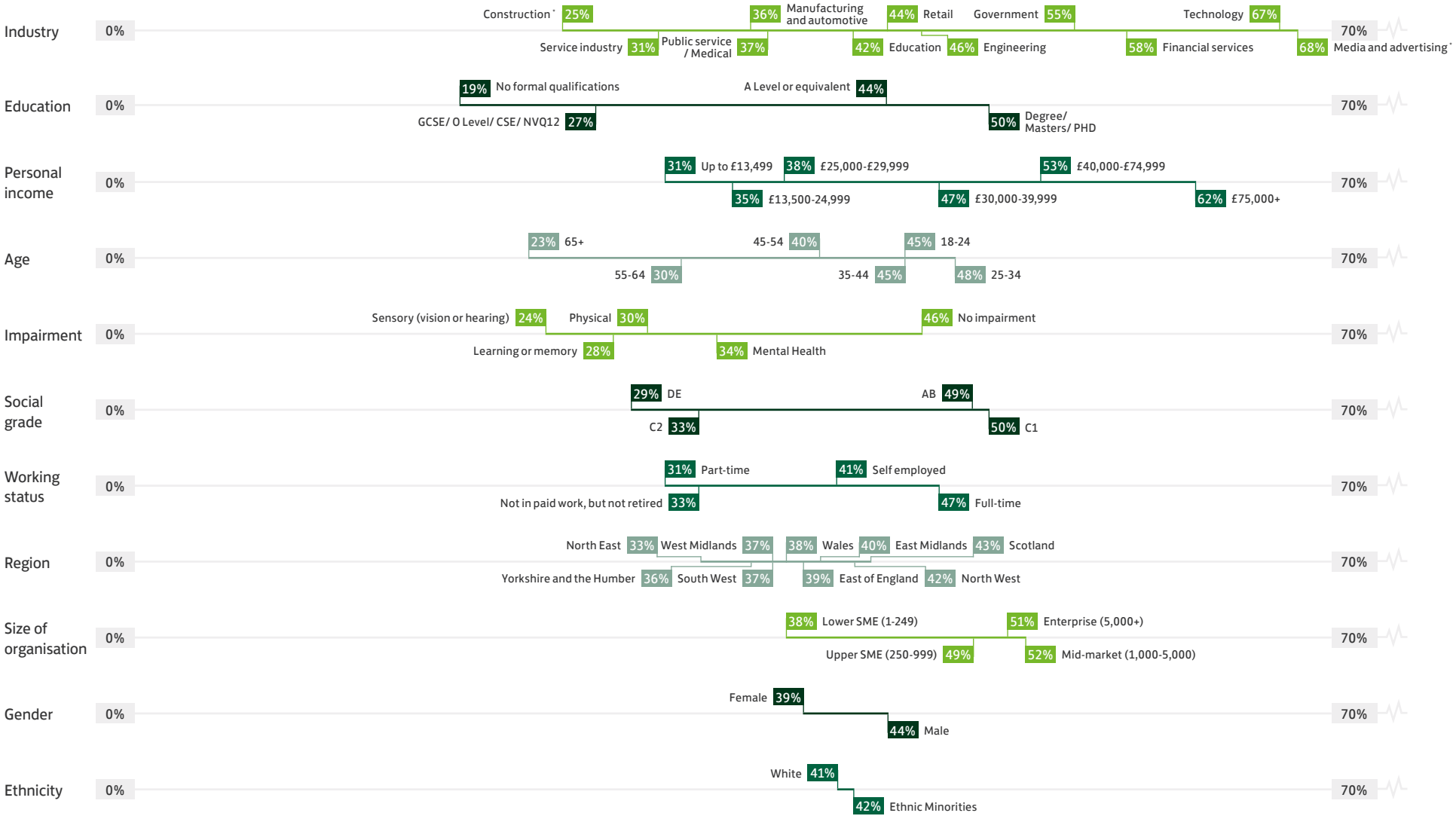
Lowest sample size: £75,000+ n= 258 **Highest sample size:** White n= 3,620



[1] (vision or hearing)

Appendix 5. Proportion of labour force adults aged 18+ across different demographics that can do all 20 Work tasks, 2022 (click to return to page 16)

Lowest sample size: Construction n=81 Highest sample size: White n=2,540

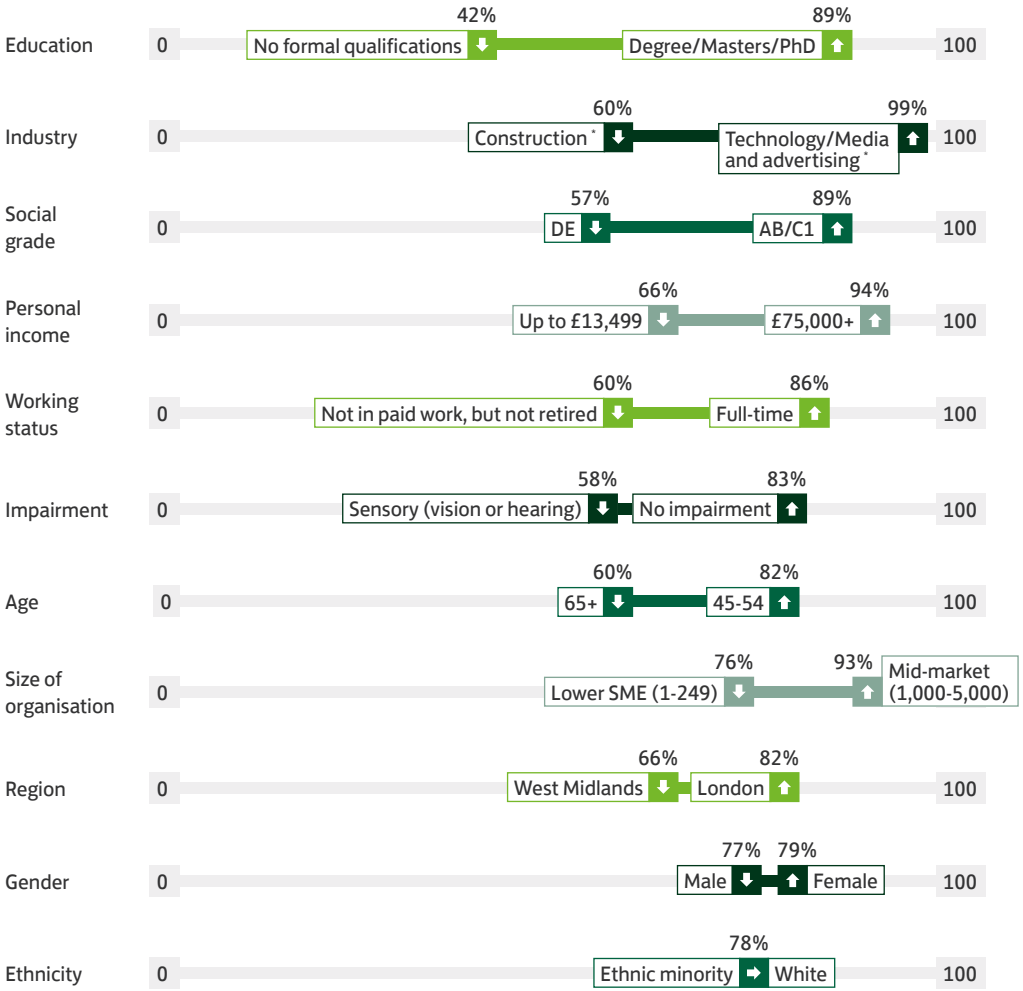


* Indicates a low base size of at least 70 respondents – data should be treated with caution.

Appendix 6. **Proportion of labour force adults aged 18+ across different demographics that have Work EDS, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

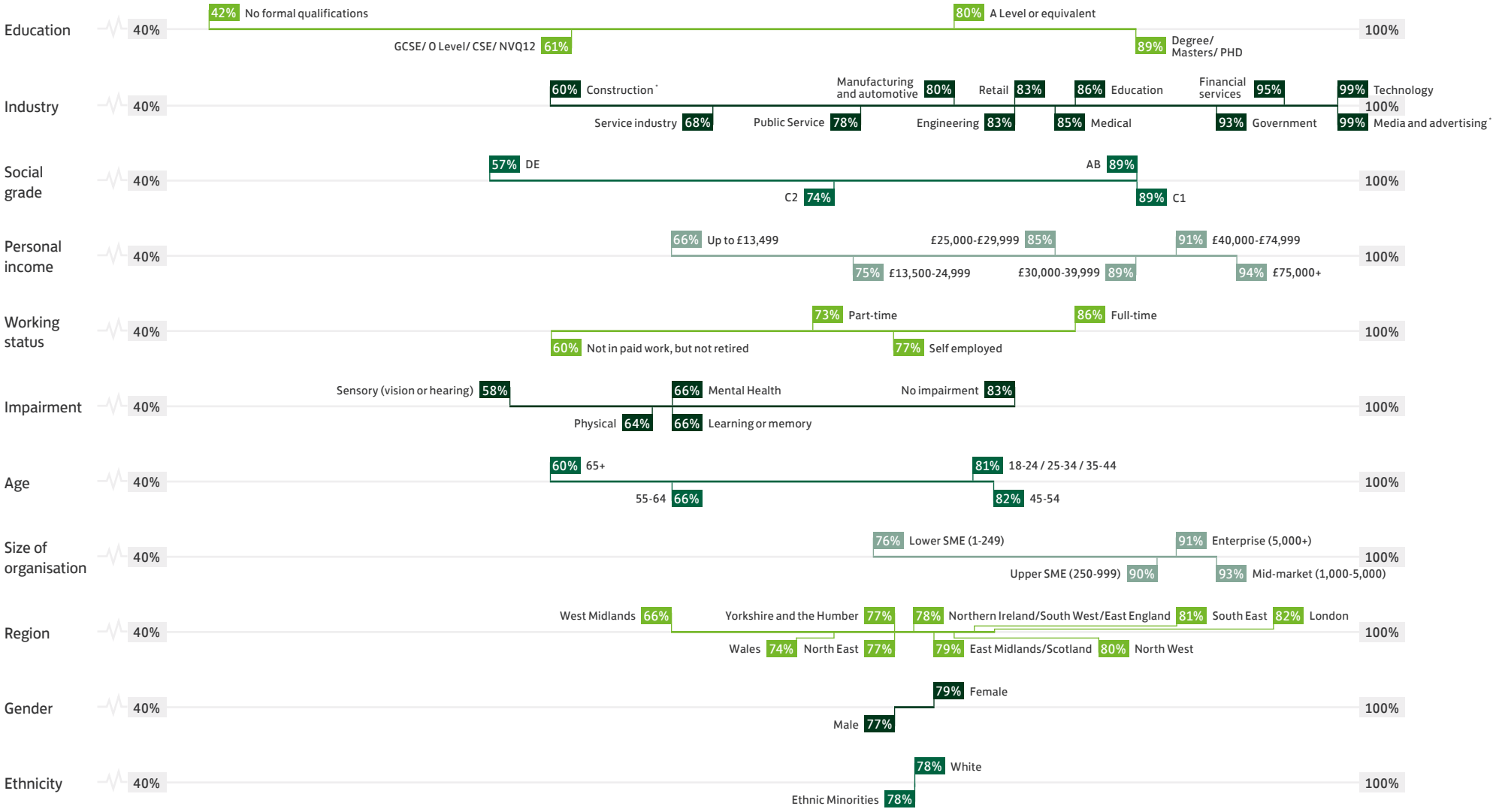
Key ⬇ Lowest % of people with Work EDS ⬆ Highest % of people with Work EDS



* Indicates a low base size of at least 70 respondents - data should be treated with caution.

Appendix 7. Proportion of labour force adults aged 18+ across different demographics that have Work EDS, 2022 *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540



* Indicates a low base size of at least 70 respondents - data should be treated with caution.

Appendix 8A. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

	Gender		Age						Social grade			
	Male	Female	18-24	25-34	35-44	45-54	55-64	65+	AB	C1	C2	DE
Have Work EDS	77%	79%	81%	81%	81%	82%	66%	60%	89%	89%	74%	57%
Can do zero Work tasks	8%	8%	6%	7%	5%	8%	14%	12%	4%	4%	7%	18%
Can do 1-9 Work tasks	10%	9%	9%	6%	9%	8%	14%	20%	3%	5%	13%	18%
Can do 10-16 Work tasks	13%	16%	12%	13%	13%	15%	17%	23%	12%	12%	18%	16%
Can do 17-19 Work tasks	26%	29%	28%	26%	27%	30%	25%	22%	32%	28%	28%	18%
Can do all 20 Work tasks	44%	39%	45%	48%	45%	40%	30%	23%	49%	50%	33%	29%

	Working status				Education			
	Not in paid work, but not retired	Part-time	Full-time	Self employed	No formal qualifications	GCSE/O Level/ CSE/NVQ12	A level or equivalent	Degree/ Masters/PhD
Have Work EDS	60%	73%	86%	77%	42%	61%	80%	89%
Can do zero Work tasks	20%	8%	4%	6%	28%	14%	8%	3%
Can do 1-9 Work tasks	11%	15%	8%	8%	26%	17%	8%	4%
Can do 10-16 Work tasks	17%	17%	12%	18%	11%	21%	14%	12%
Can do 17-19 Work tasks	19%	29%	29%	27%	15%	21%	27%	30%
Can do all 20 Work tasks	33%	31%	47%	41%	19%	27%	44%	50%

	Regions and nations												
	East Midlands	East England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber	Scotland	Wales	England	Northern Ireland
Have Work EDS	79%	78%	82%	77%	80%	81%	78%	66%	77%	79%	74%	78%	78%
Can do zero Work tasks	5%	7%	7%	8%	6%	7%	8%	15%	10%	7%	11%	8%	12%
Can do 1-9 Work tasks	11%	13%	5%	10%	10%	6%	14%	14%	7%	8%	9%	10%	8%
Can do 10-16 Work tasks	19%	14%	15%	19%	16%	15%	12%	10%	16%	14%	13%	15%	9%
Can do 17-19 Work tasks	26%	26%	25%	30%	26%	27%	30%	24%	31%	29%	29%	27%	25%
Can do all 20 Work tasks	40%	39%	48%	33%	42%	45%	37%	37%	36%	43%	38%	41%	46%

Appendix 8B. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

	Personal income						Size of organisation			
	UP TO £13,499	£13,500-£24,999	£25,000-£29,999	£30,000-£39,999	£40,000-£74,999	£75,000+	Lower SME (1-249)	Upper SME (250-999)	Mid-market (1,000-5,000)	Enterprise (5,000+)
Have Work EDS	66%	75%	85%	89%	91%	94%	76%	90%	93%	91%
Can do zero Work tasks	14%	5%	6%	4%	2%	2%	7%	5%	2%	2%
Can do 1-9 Work tasks	13%	15%	6%	6%	4%	4%	12%	6%	4%	5%
Can do 10-16 Work tasks	16%	17%	17%	10%	10%	7%	15%	9%	12%	14%
Can do 17-19 Work tasks	26%	28%	33%	33%	31%	26%	28%	32%	30%	29%
Can do all 20 Work tasks	31%	35%	38%	47%	53%	62%	38%	49%	52%	51%

	Industry											
	Technology	Retail	Financial services	Manufacturing & automotive	Media & advertising*	Government	Education	Medical	Public service	Engineering	Service industry	Construction*
Have Work EDS	99%	83%	95%	80%	99%	93%	86%	85%	78%	83%	68%	60%
Can do zero Work tasks	1%	4%	1%	5%	-	3%	6%	4%	4%	6%	9%	13%
Can do 1-9 Work tasks	2%	11%	-	12%	1%	3%	7%	5%	16%	8%	16%	15%
Can do 10-16 Work tasks	7%	15%	13%	17%	3%	11%	12%	22%	10%	13%	15%	17%
Can do 17-19 Work tasks	25%	26%	28%	29%	28%	27%	34%	33%	33%	28%	28%	31%
Can do all 20 Work tasks	67%	44%	58%	36%	68%	55%	42%	37%	37%	46%	31%	25%

	Impairment						Ethnicity	
	No	Yes	Sensory (vision or hearing)	Physical	Learning or memory	Mental Health	White	Ethnic Minorities
Have Work EDS	83%	68%	58%	64%	66%	66%	78%	78%
Can do zero Work tasks	6%	12%	19%	14%	14%	13%	8%	7%
Can do 1-9 Work tasks	7%	13%	16%	15%	14%	12%	9%	10%
Can do 10-16 Work tasks	12%	18%	18%	20%	22%	19%	14%	18%
Can do 17-19 Work tasks	29%	24%	23%	21%	23%	22%	28%	23%
Can do all 20 Work tasks	46%	32%	24%	30%	28%	34%	41%	42%

*Indicates a low base size of at least 70 respondents – data should be treated with caution.

Appendix 9A. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

		Gender		Age						Social grade			
	Work task (For task examples, see page 31)	Male	Female	18-24	25-34	35-44	45-54	55-64	65+	AB	C1	C2	DE
Communicating	I can communicate in the workplace digitally using messaging applications	84%	86%	87%	88%	86%	88%	75%	75%	94%	92%	84%	68%
Communicating	I can use workplace digital tools to create, share and collaborate with colleagues	78%	79%	83%	82%	83%	80%	66%	59%	90%	87%	74%	59%
Communicating	I can set up and manage an account on a professional online network/ community/job site	75%	73%	77%	80%	76%	77%	60%	58%	83%	81%	70%	59%
Handling Information and Content	I can follow my organisation's IT policies when sharing information internally and externally	79%	81%	83%	83%	82%	83%	70%	63%	91%	89%	77%	60%
Handling Information and Content	I can securely access, synchronise and share information at work across different devices	79%	79%	80%	84%	81%	82%	68%	61%	91%	88%	76%	60%
Transacting	I can complete digital records on behalf of, or within my organisation	75%	76%	75%	78%	82%	79%	65%	62%	86%	86%	70%	59%
Transacting	I can access salary and tax information digitally	73%	73%	75%	77%	75%	74%	63%	60%	82%	83%	71%	53%
Problem Solving	I can find information online that helps me solve work related problems	84%	83%	85%	86%	86%	85%	75%	72%	93%	89%	80%	69%
Problem Solving	I can use appropriate software that is required of my day-to-day job	80%	81%	82%	83%	84%	84%	68%	66%	91%	89%	77%	59%
Problem Solving	I can improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides	80%	82%	84%	84%	86%	83%	69%	59%	91%	88%	79%	64%
Problem Solving	I can improve my own and/or the organisation's productivity using digital tools	69%	62%	74%	72%	72%	62%	50%	42%	74%	75%	59%	50%
Being Safe and Legal Online	I can act with caution online and understand that there are risks and threats involved in carrying out activities online	82%	82%	84%	85%	84%	84%	72%	71%	91%	89%	76%	67%
Being Safe and Legal Online	I can set privacy and marketing settings for websites and my accounts	73%	73%	78%	78%	76%	74%	60%	55%	81%	80%	69%	60%
Being Safe and Legal Online	I can follow data protection guidelines online	81%	83%	84%	85%	85%	83%	71%	68%	91%	89%	78%	66%
Being Safe and Legal Online	I can respond to requests for authentication for online accounts	80%	79%	82%	83%	82%	82%	68%	65%	90%	87%	75%	64%
Being Safe and Legal Online	I can identify secure websites	79%	80%	84%	83%	82%	80%	68%	64%	88%	87%	74%	65%
Being Safe and Legal Online	I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk	82%	81%	84%	85%	83%	82%	71%	67%	91%	89%	78%	63%
Being Safe and Legal Online	I can update my device software/operating systems when necessary to prevent viruses and other risks	78%	76%	80%	81%	79%	78%	65%	67%	86%	83%	73%	63%
Being Safe and Legal Online	I can identify secure Wi-Fi networks to connect to	78%	78%	84%	83%	82%	78%	67%	61%	87%	85%	76%	64%
Being Safe and Legal Online	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	81%	81%	83%	83%	83%	83%	73%	70%	90%	87%	76%	67%

Key Communicating Handling Information and Content Transacting Problem Solving Being Safe and Legal Online

Appendix 9B. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

		Working status				Education			
	Work task (For task examples, see page 31)	Not in paid work, but not retired	Part-time	Full-time	Self employed	No formal qualifications	GCSE/O Level/ CSE/NVQ12	A level or equivalent	Degree/ Masters/PhD
	I can communicate in the workplace digitally using messaging applications	71%	82%	91%	86%	54%	74%	88%	93%
	I can use workplace digital tools to create, share and collaborate with colleagues	62%	74%	86%	76%	46%	63%	80%	89%
	I can set up and manage an account on a professional online network/ community/job site	65%	65%	79%	77%	43%	60%	76%	83%
	I can follow my organisation's IT policies when sharing information internally and externally	64%	77%	87%	76%	47%	67%	81%	90%
	I can securely access, synchronise and share information at work across different devices	63%	74%	86%	77%	49%	64%	82%	88%
	I can complete digital records on behalf of, or within my organisation	58%	73%	83%	76%	45%	59%	77%	87%
	I can access salary and tax information digitally	54%	70%	80%	74%	41%	58%	74%	83%
	I can find information online that helps me solve work related problems	69%	79%	89%	87%	53%	71%	85%	92%
	I can use appropriate software that is required of my day-to-day job	63%	79%	88%	76%	51%	62%	83%	91%
	I can improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides	66%	80%	86%	81%	49%	66%	83%	90%
	I can improve my own and/or the organisation's productivity using digital tools	53%	56%	73%	61%	38%	48%	67%	76%
	I can act with caution online and understand that there are risks and threats involved in carrying out activities online	67%	78%	86%	88%	49%	68%	84%	91%
	I can set privacy and marketing settings for websites and my accounts	63%	66%	77%	80%	40%	59%	76%	83%
	I can follow data protection guidelines online	70%	76%	86%	85%	49%	68%	83%	91%
	I can respond to requests for authentication for online accounts	67%	71%	85%	86%	47%	67%	80%	89%
	I can identify secure websites	68%	74%	84%	80%	44%	68%	81%	88%
	I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk	68%	74%	86%	86%	47%	68%	84%	90%
	I can update my device software/operating systems when necessary to prevent viruses and other risks	67%	70%	80%	85%	45%	65%	78%	85%
	I can identify secure Wi-Fi networks to connect to	68%	71%	83%	83%	46%	65%	79%	87%
	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	69%	77%	85%	87%	51%	69%	83%	89%

Key Communicating Handling Information and Content Transacting Problem Solving Being Safe and Legal Online

Appendix 9C. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

Work task (For task examples, see page 31)	Regions and nations												
	East Midlands	East England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber	Scotland	Wales	England	Northern Ireland
I can communicate in the workplace digitally using messaging applications	89%	85%	90%	83%	88%	88%	82%	74%	81%	86%	82%	85%	85%
I can use workplace digital tools to create, share and collaborate with colleagues	80%	78%	82%	79%	79%	81%	81%	69%	77%	78%	77%	79%	73%
I can set up and manage an account on a professional online network/ community/job site	75%	74%	82%	69%	74%	76%	67%	67%	74%	75%	70%	74%	73%
I can follow my organisation's IT policies when sharing information internally and externally	77%	81%	83%	79%	82%	83%	82%	70%	78%	81%	75%	80%	76%
I can securely access, synchronise and share information at work across different devices	80%	78%	85%	74%	79%	82%	78%	70%	78%	80%	72%	79%	79%
I can complete digital records on behalf of, or within my organisation	81%	75%	78%	75%	74%	78%	76%	70%	77%	75%	72%	76%	76%
I can access salary and tax information digitally	76%	71%	76%	70%	73%	74%	74%	65%	72%	73%	71%	73%	79%
I can find information online that helps me solve work related problems	83%	83%	87%	82%	85%	86%	85%	73%	81%	86%	81%	83%	81%
I can use appropriate software that is required of my day-to-day job	80%	78%	84%	76%	80%	85%	80%	71%	80%	83%	79%	80%	76%
I can improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides	81%	78%	85%	77%	82%	85%	80%	73%	81%	83%	75%	81%	77%
I can improve my own and/or the organisation's productivity using digital tools	61%	62%	72%	66%	67%	69%	60%	57%	65%	66%	60%	65%	68%
I can act with caution online and understand that there are risks and threats involved in carrying out activities online	81%	81%	85%	73%	84%	86%	79%	71%	80%	86%	84%	81%	84%
I can set privacy and marketing settings for websites and my accounts	70%	67%	78%	72%	73%	79%	71%	68%	69%	77%	69%	73%	75%
I can follow data protection guidelines online	82%	81%	84%	82%	83%	85%	77%	75%	83%	84%	77%	82%	81%
I can respond to requests for authentication for online accounts	78%	78%	83%	76%	81%	82%	79%	71%	80%	81%	78%	79%	80%
I can identify secure websites	79%	78%	82%	78%	81%	82%	78%	69%	78%	82%	80%	79%	78%
I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk	82%	80%	83%	76%	82%	87%	77%	69%	80%	85%	82%	80%	84%
I can update my device software/operating systems when necessary to prevent viruses and other risks	77%	72%	80%	74%	77%	82%	76%	66%	78%	79%	78%	76%	79%
I can identify secure Wi-Fi networks to connect to	78%	75%	82%	77%	78%	82%	77%	71%	79%	82%	74%	78%	77%
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	78%	80%	83%	80%	83%	87%	76%	70%	80%	87%	77%	80%	83%

Key Communicating Handling Information and Content Transacting Problem Solving Being Safe and Legal Online

Appendix 9D. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

		Personal income						Size of organisation			
	Work task (For task examples, see page 31)	UP TO £13,499	£13,500-£24,999	£25,000-£29,999	£30,000-£39,999	£40,000-£74,999	£75,000+	Lower SME (1-249)	Upper SME (250-999)	Mid-market (1,000-5,000)	Enterprise (5,000+)
Communicating	I can communicate in the workplace digitally using messaging applications	80%	84%	91%	92%	94%	93%	84%	95%	96%	95%
Communicating	I can use workplace digital tools to create, share and collaborate with colleagues	68%	77%	83%	86%	90%	92%	77%	91%	92%	89%
Communicating	I can set up and manage an account on a professional online network/ community/job site	67%	72%	74%	79%	86%	87%	72%	83%	85%	81%
Handling Information and Content	I can follow my organisation's IT policies when sharing information internally and externally	70%	77%	84%	90%	92%	94%	78%	90%	93%	93%
Handling Information and Content	I can securely access, synchronise and share information at work across different devices	67%	79%	83%	90%	92%	90%	77%	90%	91%	90%
Transacting	I can complete digital records on behalf of, or within my organisation	61%	74%	81%	82%	90%	95%	75%	87%	88%	89%
Transacting	I can access salary and tax information digitally	64%	69%	79%	85%	86%	90%	72%	84%	86%	86%
Problem Solving	I can find information online that helps me solve work related problems	75%	83%	85%	90%	94%	96%	83%	89%	93%	93%
Problem Solving	I can use appropriate software that is required of my day-to-day job	70%	79%	84%	88%	92%	93%	79%	88%	93%	94%
Problem Solving	I can improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides	74%	80%	85%	91%	92%	89%	79%	88%	92%	92%
Problem Solving	I can improve my own and/or the organisation's productivity using digital tools	56%	64%	61%	74%	79%	81%	62%	73%	78%	78%
Being Safe and Legal Online	I can act with caution online and understand that there are risks and threats involved in carrying out activities online	73%	80%	84%	91%	92%	92%	81%	91%	91%	91%
Being Safe and Legal Online	I can set privacy and marketing settings for websites and my accounts	68%	68%	75%	80%	81%	89%	72%	82%	81%	79%
Being Safe and Legal Online	I can follow data protection guidelines online	75%	79%	85%	89%	92%	91%	80%	90%	91%	91%
Being Safe and Legal Online	I can respond to requests for authentication for online accounts	72%	76%	83%	87%	91%	93%	78%	87%	89%	90%
Being Safe and Legal Online	I can identify secure websites	72%	77%	84%	85%	89%	89%	77%	87%	92%	88%
Being Safe and Legal Online	I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk	74%	80%	87%	87%	92%	92%	80%	88%	90%	90%
Being Safe and Legal Online	I can update my device software/operating systems when necessary to prevent viruses and other risks	68%	75%	79%	82%	85%	91%	77%	84%	84%	81%
Being Safe and Legal Online	I can identify secure Wi-Fi networks to connect to	71%	79%	82%	84%	87%	92%	75%	87%	89%	87%
Being Safe and Legal Online	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	75%	78%	82%	89%	92%	93%	80%	88%	91%	88%

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Appendix 9E. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

	Work task (For task examples, see page 31)	Industry											
		Technology	Retail	Financial services	Manufacturing & automotive	Media & advertising*	Government	Education	Medical	Public service	Engineering	Service industry	Construction*
	I can communicate in the workplace digitally using messaging applications	98%	88%	98%	85%	100%	95%	89%	92%	85%	86%	79%	77%
	I can use workplace digital tools to create, share and collaborate with colleagues	97%	81%	95%	76%	99%	94%	87%	86%	77%	79%	68%	58%
	I can set up and manage an account on a professional online network/ community/job site	91%	73%	91%	78%	97%	79%	78%	77%	70%	78%	66%	65%
	I can follow my organisation's IT policies when sharing information internally and externally	96%	82%	92%	79%	97%	92%	89%	88%	84%	80%	73%	59%
	I can securely access, synchronise and share information at work across different devices	98%	82%	95%	84%	99%	90%	84%	85%	78%	79%	72%	67%
	I can complete digital records on behalf of, or within my organisation	97%	79%	92%	76%	92%	91%	80%	82%	78%	80%	68%	61%
	I can access salary and tax information digitally	90%	74%	90%	73%	93%	87%	79%	79%	79%	81%	68%	56%
	I can find information online that helps me solve work related problems	96%	88%	96%	82%	97%	93%	89%	89%	85%	88%	76%	80%
	I can use appropriate software that is required of my day-to-day job	99%	81%	97%	84%	99%	92%	87%	90%	79%	86%	73%	67%
	I can improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides	99%	84%	95%	78%	97%	90%	89%	87%	82%	79%	77%	72%
	I can improve my own and/or the organisation's productivity using digital tools	88%	70%	86%	69%	84%	80%	67%	65%	62%	65%	55%	55%
	I can act with caution online and understand that there are risks and threats involved in carrying out activities online	98%	83%	96%	77%	99%	92%	86%	87%	83%	84%	76%	79%
	I can set privacy and marketing settings for websites and my accounts	91%	74%	81%	72%	95%	80%	75%	75%	70%	80%	66%	66%
	I can follow data protection guidelines online	93%	85%	95%	77%	98%	94%	85%	89%	79%	81%	74%	74%
	I can respond to requests for authentication for online accounts	95%	83%	94%	77%	95%	89%	82%	84%	77%	82%	74%	73%
	I can identify secure websites	98%	83%	94%	76%	98%	90%	83%	83%	75%	81%	70%	75%
	I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk	93%	79%	96%	77%	99%	92%	85%	86%	79%	87%	76%	75%
	I can update my device software/operating systems when necessary to prevent viruses and other risks	94%	78%	87%	74%	99%	85%	77%	78%	71%	82%	70%	71%
	I can identify secure Wi-Fi networks to connect to	93%	83%	91%	77%	93%	88%	83%	81%	74%	82%	70%	76%
	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	96%	82%	93%	78%	97%	90%	85%	84%	82%	86%	74%	78%

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*Indicates a low base size of at least 70 respondents – data should be treated with caution.

Appendix 9F. **Proportion of labour force adults aged 18+ who can do each of the 20 Work tasks across the five Work skills, within each skill area, split by demographic, 2022** *(click to return to page 16)*

Lowest sample size: Construction n =81 Highest sample size: White n = 2,540

		Impairment						Ethnicity	
	Work task (For task examples, see page 31)	No	Yes	Sensory (vision or hearing)	Physical	Learning or memory	Mental Health	White	Ethnic Minorities
Communicating	I can communicate in the workplace digitally using messaging applications	89%	77%	69%	74%	75%	76%	85%	85%
Communicating	I can use workplace digital tools to create, share and collaborate with colleagues	83%	69%	58%	65%	65%	67%	78%	80%
Communicating	I can set up and manage an account on a professional online network/ community/job site	78%	66%	56%	62%	61%	66%	73%	78%
Handling Information and Content	I can follow my organisation's IT policies when sharing information internally and externally	85%	70%	60%	67%	67%	69%	80%	80%
Handling Information and Content	I can securely access, synchronise and share information at work across different devices	84%	68%	60%	64%	66%	67%	79%	80%
Transacting	I can complete digital records on behalf of, or within my organisation	81%	66%	55%	62%	65%	65%	75%	78%
Transacting	I can access salary and tax information digitally	77%	65%	59%	62%	61%	63%	73%	74%
Problem Solving	I can find information online that helps me solve work related problems	88%	75%	68%	73%	71%	73%	83%	85%
Problem Solving	I can use appropriate software that is required of my day-to-day job	86%	69%	61%	66%	65%	68%	80%	81%
Problem Solving	I can improve my skills and ability to do new things at work using online tutorials, learning platforms and how-to guides	85%	73%	63%	69%	71%	73%	81%	80%
Problem Solving	I can improve my own and/or the organisation's productivity using digital tools	70%	56%	45%	50%	51%	56%	64%	70%
Being Safe and Legal Online	I can act with caution online and understand that there are risks and threats involved in carrying out activities online	86%	74%	67%	71%	71%	71%	82%	80%
Being Safe and Legal Online	I can set privacy and marketing settings for websites and my accounts	77%	65%	56%	62%	63%	67%	73%	74%
Being Safe and Legal Online	I can follow data protection guidelines online	86%	74%	69%	70%	72%	74%	82%	81%
Being Safe and Legal Online	I can respond to requests for authentication for online accounts	84%	72%	63%	67%	68%	73%	80%	79%
Being Safe and Legal Online	I can identify secure websites	84%	71%	62%	66%	66%	71%	80%	77%
Being Safe and Legal Online	I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk	85%	73%	67%	70%	70%	73%	82%	78%
Being Safe and Legal Online	I can update my device software/operating systems when necessary to prevent viruses and other risks	81%	69%	60%	65%	68%	69%	77%	76%
Being Safe and Legal Online	I can identify secure Wi-Fi networks to connect to	82%	72%	64%	68%	69%	75%	79%	76%
Being Safe and Legal Online	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	85%	73%	69%	70%	69%	73%	82%	77%

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UK Essential Digital Skills for Work

Join the conversation:

The report and other content can be found online:
lloydsbank.com/consumerdigitalindex

Please refer to our website for the Essential Digital Skills interactive data tables, technical notes and helpful links and resources.

Please get in touch at:
DigitalSkillsInclusion@lloydsbanking.com

For more information on FutureDotNow please visit **futuredotnow.uk**

For more information on the Lloyds Bank Academy please visit:
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Great care has been taken to ensure that the information used here cannot be in any way traced to a specific individual. This report has used aggregated data across social and demographic groups to highlight the trends and insights that will help UK Government, industry, thought leaders and practitioners to understand more about the digital inclusion landscape.

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Issue date: 10th March 2023