Digital Capability

Australian Digital Capability Framework

User Guide

Version 1.0

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Acknowledgements

Contents

Digital capability is essential to education, workplaces and engaging in today's society.

The application of rapidly developing digital technologies to work, education and social engagement is changing the profile of essential skills in demand.

A capacity to use digital technology has become essential to participation in work and education.

The widespread adoption of digital technologies has created pathways between occupations that can be utilised by digitally capable workers to transition from one occupation to another.

The Australian Digital Capability Framework is a tool to improve and identify generic digital capability requirements in different occupations.

The Australian Digital Capability Framework has been adapted and modified from the 'Digital Competence Framework for Citizens' version 2.1 (DigComp) developed for the European Commission[1].

Digital Capability

Framework Structure

The Australian Digital Capability Framework organises 21 components of digital capability into five digital focus areas. It describes how these capabilities are demonstrated at different proficiency levels.

5 Digital Focus Areas

■

○ **Focus Area 1: Information and Data Literacy**

○ To understand what information is required, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.

Understand what you are searching for, how and where to find it, how to verify the source and content credibility, and how to save, organise, and manage your content.

Digital Capabilities ○

1.1 Search, browse, and filter information

To understand the purpose, required content, and methods for the search. Search effectively for content, navigate between various resources, and apply, maintain and improve personal search strategies

1.2 Verify information and data

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content

1.3 Manage data and information

To manage, organise, store and retrieve data, information and content in digital environments. To organise and process them in a secure and structured environment for accessibility, for as long as it is needed

Digital Capability Framework | 3

Digital Capability

Descriptors for each Digital Focus Area

21 Digital Capabilities, each with a Descriptor

Digital Capability

What are the digital focus areas and digital capabilities?

This Framework provides a common understanding of digital skills by grouping them into five focus areas articulated into 21 digital capabilities. The descriptions of capability create a common way of referencing digital skills across the economy; they can assist in identifying the scope of digital transformation occurring in multiple industries and the corresponding changes in the profile of skills demand.

Australian Digital Capability Framework

1 **Focus Area 1:**
Information and Data Literacy

1.1 Search, browse, and filter information

1.2 Verify information and data

1.3 Manage data and information

2 **Focus Area 2:**
Communication and Collaboration

2.1 Digital communication

2.2 Digital sharing

2.3 Digital engagement

2.4 Digital collaboration

2.5 Digital conduct

2.6 Digital identity

3 **Focus Area 3:**
Digital Content Creation

3.1 Develop digital content

3.2 Integrate and modify digital content

3.3 Digital copyright and licences

3.4 Create instructions for computers

4 **Focus Area 4:**
Protection and Safety

4.1 Protect devices

4.2 Protect information and privacy

4.3 Protect health and well-being

4.4 Protect the environment

5 **Focus Area 5:**
Technical Proficiency and Problem Solving

5.1 Manage devices and resolve problems

5.2 Operate digital devices and tools

5.3 Innovate with digital tools

5.4 Learning and self-development

Digital Capability

The Proficiency Levels of the Framework

The Australian Digital Capability Framework allows the user to assess the proficiency level for each of the digital capabilities whether for an individual, workplace or educational purpose.

The proficiencies are broken into four levels, each with two subset levels providing more detailed range to support assessment and development needs based on the user's context.

The proficiency levels for each of the 21 digital capability categories have been defined through learning outcomes using action verbs. Each level of proficiency contains descriptors for each digital capability.

The proficiency level is determined by the complexity of the tasks involved and the level of autonomy. The descriptors given act as a guide for determining a person's proficiency level, discretion should be used in defining the correct level.

4 Proficiency Levels, each with 2 sub-levels describing examples related to the complexity of the tasks/problems and the level of autonomy

Four Level	Eight Level		Complexity	Autonomy
A Foundation	1	Perform at a basic level with guidance	Simple tasks	With guidance
	2	Perform at a basic level with autonomy and some guidance	Simple tasks	Autonomously With some guidance
B Intermediate	3	Autonomously solve simple problems	Routine tasks Simple problems	Autonomously
	4	Autonomously solve intermediate problems	Routine tasks Intermediate problems	Autonomously
C Advanced	5	Autonomously solve advanced problems and guide others	Advanced tasks	Autonomously May guide others
	6	Autonomously solve complex problems and guide others	Advanced tasks Advanced problems	Autonomously May guide others
D Specialised	7	Autonomously solve highly complex problems and guide others	Complex tasks Complex problems	Contribute knowledge
	8	Perform highly specialised activity and guide others	Highly specialised tasks Highly complex problems	Contribute knowledge

Level of Proficiency

Digital Capability

The proficiency level is determined by the complexity of the tasks involved and the level of autonomy. The descriptors given act as a guide for determining a person's proficiency level with examples for the skills that you would identify for a person at that level, discretion should be used in defining the correct level.

Assessment of digital capabilities depend on the broader developmental reason of the user. Individuals, workplaces or educational institutes can use the proficiency levels to develop strategies and plans for advancing digital capability development plan or pathways.

Examples for using the proficiency levels of the Australian Digital Capability Framework for an occupational context

Level of Proficiency		1.1 Search, browse, and filter information	Example Occupation: Grape Grower
Advanced	5 Autonomously solve advanced problems and guide others	• Apply and assess original search strategies for information in a digital environment • Explain access and navigation strategies to others • Propose original search strategies	
	6 Autonomously solve complex problems and guide others	• Determine the purpose and required content of the search • Refine search strategy to improve relevancy of results • Explain to others how to improve relevancy of search results	**Example Proficiency Level:** Identify, research and analyse existing or new markets for existing or new products or services, using techniques to ensure reliable data

Level of Proficiency		5.2 Operate digital devices and tools	Example Occupation: Grape Grower
Intermediate	3 Autonomously solve simple problems	• Identify routine technological needs and responses to solve them • Respond to technological needs by customising a digital environment • Use complex digital tools to control or operate machinery • Use software, apps and services to achieve business outcomes	**Example Proficiency Level:** Operate precision control technology according to operation and maintenance manual, manufacturer specifications, task requirements and conditions
	4 Autonomously solve intermediate problems	• Explain technological needs and the tools and responses to solve them • Select and apply specific solutions for technological needs by customising a digital environment • Use complex digital tools to control or operate machinery adjusting settings to use, setting up the tool or operating the tool for different types of tasks • Import and export data from apps and services • Configure settings in apps	

Digital Capability

Framework Users

The Australian Digital Capability Framework can be used by individuals, employers, employees, students, teachers, policy makers, training package developers and VET professionals for:

Assessing the digital capabilities of individuals

a. Self-assessment
b. Assessing Others
    i.   Workers
    ii. Job seekers
    iii. Learners

Identifying digital skills within a training environment

a. Identifying digital skills currently available in the training environment
b. Identifying digital skills gaps in the training environment

Identifying digital skills within the workforce

a. Identifying digital skills currently available in the workforce
b. Identifying digital skills gaps in the workforce

Identifying new digital technology skills

a. Impact on emerging skills demand per sector
b. Impact on availability of emerging skills per sector
c. Impact on distribution of skills demand across proficiency levels

Identifying new training needs

a. Identifying existing upskilling and reskilling pathways
b. Identifying need and opportunity for new upskilling and reskilling pathways
c. Identifying need and opportunity for new training products including:
    i.   Qualifications
    ii. Skill sets
    iii. Units of competency

Digital Capability

Resources

The similarities between DigComp and the Australian Digital Capability Framework allows for users to use the various tools that have been developed for DigComp, including the following specific to educators:

[European Framework for the Digital Competence of Educators (DigCompEdu)](#)

DigCompEdu is a framework which helps to guide policy and can be directly adapted to implement regional and national tools and training programs. In addition, it provides an approach and general reference frame for developers of digital capability models for different types of educational organisations.

[Promoting Effective Digital-Age Learning: A European Framework for Digitally-Competent Educational Organisations (DigCompOrg)](#)

DigCompOrg supports organisations to achieve educational innovation with digital learning technologies.

Digital Occupational Profile

A new tool called a Digital Occupational Profile (DOP) (template, Attachment B) has been developed to illustrate one of the uses for the Framework.

The DOP is a tool developed that considers the impact of digital technologies on occupations and roles using the Framework, it covers:

- Key functions required
- Training Links
- Digital skills
- Digital capabilities
  and specific tasks
- Proficiency levels

The DOP can be used for:

- Labour market skills analysis
- Personal development plan
- Design and delivery of training
- Workforce development
- Assessment of skills

Digital Capability

Australian Digital Capability Framework Alignment with other Digital Frameworks

The Framework is a general framework. Its linkage to the already well-established frameworks of Digital Literacy Skills Framework (DLSF) and Skills for the Information Age (SFIA) is as follows:
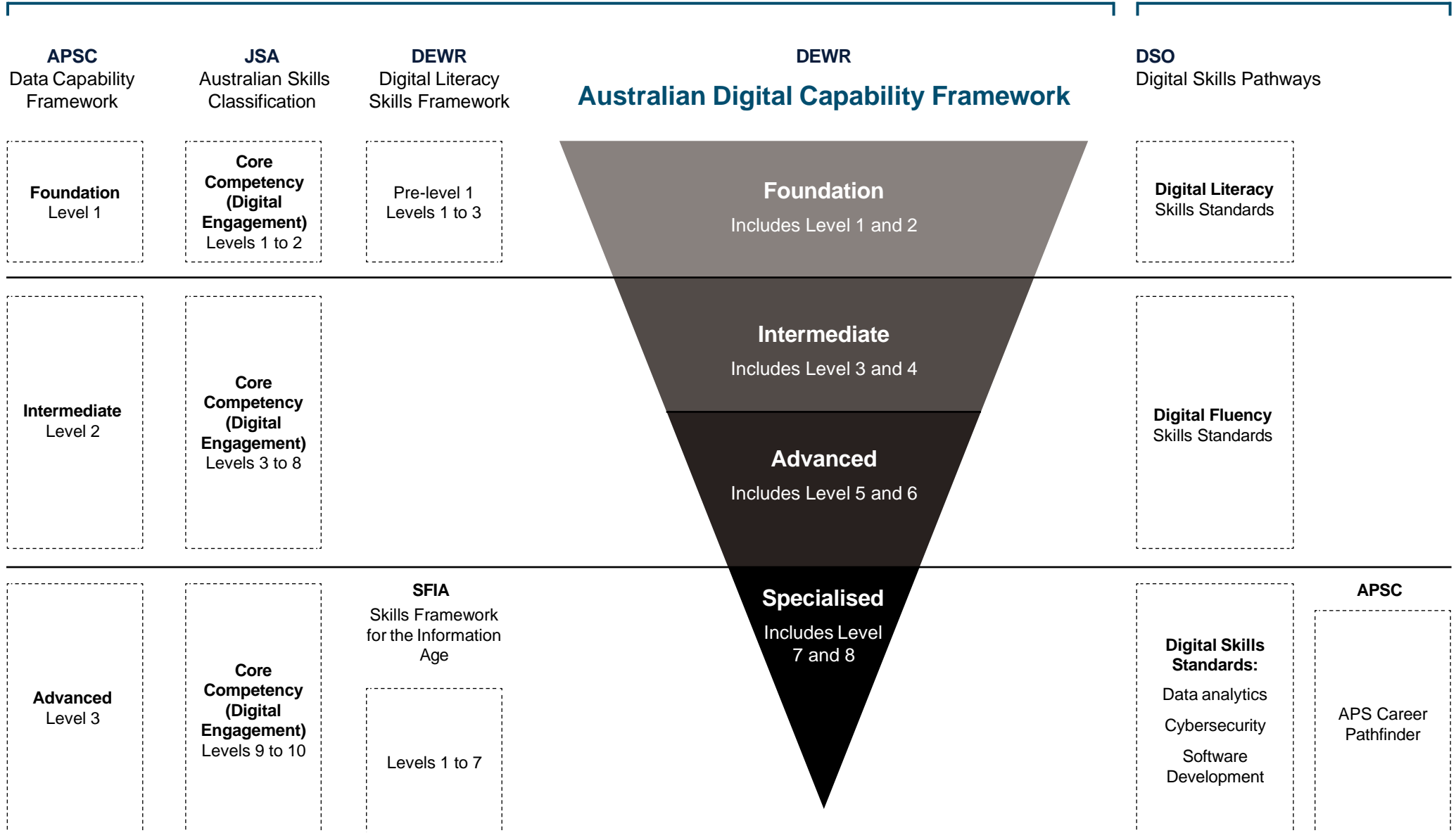
- **Foundation level (1 & 2)**
  in the Framework corresponds to the kinds of skill levels and situations being addressed by the DLSF. To explore those in depth a user would transition to using the latter framework

- **Intermediate and Advanced levels (3 to 6)**
  of the Framework should be suitable for application in VET contexts and stand on its own

- **Specialised levels (7 & 8)**
  relate to skills and complex situations and highly complex problem solving wherever digital technologies are involved. To explore those in depth a user would transition to using the specialised capability frameworks like SFIA.

The point at which you may move between different frameworks will depend upon the user's requirements. The figure below determines the specific transition points within each framework that can be assumed between the Framework, DLSF and SFIA. It also includes Industry Cluster usage and alignments.

Digital Capability

Capability Frameworks

Application of Frameworks

APSC
Data Capability Framework

JSA
Australian Skills Classification

DEWR
Digital Literacy Skills Framework

DEWR
Australian Digital Capability Framework

DSO
Digital Skills Pathways

Foundation Level 1	**Core Competency (Digital Engagement)** Levels 1 to 2	Pre-level 1 Levels 1 to 3

Foundation
Includes Level 1 and 2

Digital Literacy
Skills Standards

Intermediate
Includes Level 3 and 4

Intermediate Level 2	**Core Competency (Digital Engagement)** Levels 3 to 8

Advanced
Includes Level 5 and 6

Digital Fluency
Skills Standards

SFIA
Skills Framework for the Information Age

Specialised
Includes Level 7 and 8

APSC

Advanced Level 3	**Core Competency (Digital Engagement)** Levels 9 to 10	Levels 1 to 7

Digital Skills Standards:

Data analytics

Cybersecurity

Software Development

APS Career Pathfinder

Digital Capability

Appendix A: Glossary

Content in different formats

Digital content in different types of formats e.g. text document, graphics, images, video, music, multimedia, web-pages stored using a standard file format, 3-D printing.

See more at: https://en.wikipedia.org/wiki/File_format

File formats can be either proprietary, free and/or open.

Data

A sequence of one or more symbols given meaning by specific act(s) of interpretation. Data can be analysed or used in an effort to gain knowledge or make decisions. Digital data is represented using the binary number system of ones (1) and zeros (0) as opposed to its analogue representation.

Sources: https://en.wikipedia.org/wiki/Data_(computing)

http://www.thefreedictionary.com/data

Digital Accessibility

Digital accessibility is creating digital content that can be accessed, navigated and understood by people from diverse backgrounds, skill levels and include those with disabilities.

Digital communication

Communication using digital technology. Various modes of communication exist, e.g. synchronous communication (real time communication, e.g. using skype or video chat or Bluetooth) and asynchronous ones (not concurrent communication, e.g. email, forum to send a message, sms) using for example, one to one, one to many, or many to many modes.

Digital content

Any type of content that exists in the form of digital data that are encoded in a machine-readable format, and can be created, viewed, distributed, modified and stored using computers and digital technologies, e.g. the internet. The content can be either free or pay content. Examples of digital content include web pages and websites, social media, data and databases, digital audio, such as mp3s, and e-books, digital imagery, digital video, video games, computer programmes and software.

Digital environment

A context, or a "place", that is enabled by technology and digital devices, often transmitted over the internet, or other digital means, e.g. mobile phone network. Records and evidence of an individual's interaction with a digital environment constitute their digital footprint.

Digital Fluency

Digital Fluency encompasses the ability to understand, select and use the technologies, technology tools, and technological systems appropriately to perform a work-related task. These are skills that build on the foundation of digital literacy and are necessary for the general workforce. (Sourced from the DSO Model)

Digital Literacy

The skills needed include the ability to search and navigate, create, communicate and collaborate, think critically, analyse information, and remain safe using a variety of digital technologies. Digital literacy skills exist on a continuum with varying degrees of competency depending on the context and on the level required in different situations. (Sourced from ACSF Digital Literacy)

Digital services (public or private)

Services that can be delivered through digital communication, e.g. internet, mobile phone network that might include delivery of digital information (e.g. data, content) and/or transactional services. They can be either public or private, e.g. e-government, digital banking services, e-commerce, music services (e.g. Spotify), film/tv services (e.g. Netflix).

Digital Capability

Appendix A: Glossary

Digital technology

Any product that can be used to create, view, distribute, modify, store, retrieve, transmit and receive information electronically in a digital form. For example, personal computers and devices (e.g. a desktop, laptop, netbook, tablet computer, smart phones, PDA with mobile phone facilities, games consoles, media players, e-book readers), digital television, robots.

Modified from source: http://www.tutor2u.net/business/ict/intro_what_is_ict.htm

Digital tools

Digital technologies (see: digital technology) used for a given purpose or for carrying out a particular function of information processing, communication, content creation, safety or problem solving.

Framework

A basic structure underlying a system, concept, or text. For example, a digital framework is a tool, that guides the user through a structured approach to categorise digital skills.

Model

A model is an informative representation of a system.

Privacy policy

The term related to the protection of personal data, for example, how a service provider collects, stores, protects, discloses, transfers and uses information (data) about its users, what data is collected, etc.

Problem solving

"An individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious. It includes the willingness to engage with such situations in order to achieve one's potential as a constructive and reflective citizen" (OECD, 2014).

Skills Cluster

Skills clusters show groups of similar specialist tasks. The specialist tasks are designed to describe day-to-day work within an occupation. These tasks are broadly transferable – if you can do one task in the cluster, you can do the others. Skills clusters illustrate a new way of looking at the labour market at a 'deeper' level than occupational classifications or qualifications. (Sourced from the National Skills Commission)

Skills Pathway

The DSO Digital Skills Pathway connects learners with digital job opportunities by explicitly outlining the skill clusters that should be achieved in order to enter the career at a specified performance level. (Sourced from the DSO Model)

Skills Standard

A standard that describes the skills and the associated level of performance to undertake specified functions in the workplace. These can either be generic, industry-wide accepted standards for defined roles or bespoke and tailored to a specific employer. (Sourced from the DSO Model)

Social inclusion

The process of improving the terms for individuals and groups to take part in society (by the World Bank). Social inclusion aims to empower poor and marginalized people to take advantage of burgeoning global opportunities. It ensures that people have a voice in decisions which affect their lives and that they enjoy equal access to markets, services and political, social and physical spaces.

Appendix A: Glossary

Structured environment

Where data resides in a fixed field within a record or file, e.g. relational databases and spreadsheets.

Technological response/solution

Refers to the attempt to use technology (and/or engineering) to solve a problem.

Well-being

The term is related to the WHO definition of good health as a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity. Social well-being refers to the sense of involvement with others and with the communities (e.g. access and use of social capital, social trust, social connectedness and social networks).

Digital Capability

Digital Occupational Profile Version 1.0

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Occupation

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Acknowledgements

Digital Capability

The digital occupational profile defines the knowledge, skills and proficiency levels that a professional must possess to adequately perform the tasks that require digital capability in their occupation.

The profile can serve to assess the potential of a professional and their suitability to the requirements of an occupation, to detect needs and manage training plans as well as to evaluate proficiency.

Digital capability training and upskilling may be represented in Nationally Recognised Training, Accredited Courses, Enterprise Training, Propriety Training (e.g. Microsoft); at any point in the training sequence.

The digital occupational profile model uses the Australian Digital Capability Framework as a reference for the description of digital capabilities, their level of proficiency, and task descriptors. Experts in the occupation are interviewed to establish the digital aspects of their professional tasks and to describe the specific content of the digital capabilities for the occupation, as reflected in this document.

The digital occupational profiles places digital capabilities into three categories of usage based on work tasks and work processes:

Essential digital capabilities

capabilities that are essential and specific to the occupation described in the profile

Transferrable digital capabilities

capabilities that are essential to the occupation described in the profile but may also be used across multiple occupations

Complementary digital capabilities

skills that are useful and improve job performance but are not strictly necessary

Some capabilities from the Australian Digital Capability Framework may be excluded from some profiles because they are not required in the work processes of a certain occupation.

In each profile, the appropriate level of proficiency for each capability is established, with the type of knowledge, skills and attitudes required for that particular occupation described. These particular descriptions for each capability are occupation-specific: some profiles will have the same capability but with different descriptions, as each capability may cover different activities.

Note: Please refer to the Australian Digital Capability Framework and Proficiency levels for reference.

Digital Capability

Digital Occupational Profile

Occupation

e.g. Grape Grower

ANZSCO Code

e.g. 121617 Wine Grape Grower, 121612 Fruit Grower

Future Skills/Upcoming/ New Technology

List Future Skills/Upcoming/New Technology that is/ could impact the occupation

Labour Market/ Occupational information

Links or information that may be relevant to the occupation

Training Opportunities

Links or information in this section to relevant training. It may cover all or some of the skills in the DOP.

Digital Capability

Key functions of the occupation

Digital Equipment used in the role

List key digital and non digital tasks for the occupation

List digital equipment used, sources of information for this could be the ASC, CVIG or and SME etc.

Digital Capability

Digital Focus Area 1:
Information and
Data Literacy

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

1.1 Search, browse, and filter information

To understand the purpose, required content, and methods for the search. Search effectively for content, navigate between various resources, and apply, maintain and improve personal search strategies

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

1.2 Verify information and data

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

1.3 Manager data and information

To manage, organise, store and retrieve data, information and content in digital environments. To organise and process them in a secure and structured environment for accessibility, for as long as it is needed

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 2: Communication and Collaboration

	Foundation		Intermediate		Advanced		Specialised	
	☐	☐	☐	☐	☐	☐	☐	☐
	1	2	3	4	5	6	7	8

2.1 Digital communication

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

2.2 Digital sharing

To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

2.3 Digital engagement

To participate in education, workplace and society through the use of public and private digital services. To seek opportunities for self-empowerment and contribution through participation using appropriate digital technologies

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

2.4 Digital collaboration

To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

2.5 Digital conduct

To be aware of appropriate behaviour while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 2: Communication and Collaboration

2.6 Digital identity

To create and manage one or multiple digital identities, to understand how digital identities are used and how to manage and protect them

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

3.1 Develop digital content

To create and edit original digital content in different formats, to express oneself through digital means

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 3: Digital Content Creation

3.2 Integrate and modify digital content

To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

3.3 Digital copyright and licences

To understand how copyright, subscriptions and licences apply to data, information and digital content

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 3: Digital Content Creation

3.4 Create instructions for computers

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

To plan and encode computable logic to solve a given problem or perform a specific task

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

4.1 Protect devices

To protect devices and digital content, and to understand risks and threats in physical environments and digital environments. To know about safety and security measures and to have due regard to reliability and privacy

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

4.2 Protect information and privacy

To protect organisational and personal data, confidentiality and privacy in digital environments. To understand how to use and share identifiable information while being able to protect oneself, others and organisations from damage. To understand confidentiality and privacy statements and how confidential and personal information is used in a digital environment

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 4: Protection and Safety

4.3 Protection and Safety

To identify and avoid health-risks and threats to physical and psychological wellbeing while using digital technologies. To protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for well-being and social inclusion

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 4: Protection and Safety

4.4 Protect the environment

To identify and be aware of environmental impacts of digital technologies and their use. This includes knowledge of cloud and local energy consumption, disposal, energy consumption in systems development, whether obsolescence is designed in (circular economy). Using digital tools to learn about looking after the environment, and using them to drive reduced waste and circular economy. Creating material for or publicising positive environmental actions using digital means

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 5: Technical proficiency and problem solving

Foundation   Intermediate   Advanced   **Specialised**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

5.1 Manage devices and resolve problems

To identify and resolve technical problems when operating digital devices and using digital environments (from troubleshooting to solving more complex problems)

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

5.2 Operate digital devices and tools

Choosing, using and configuring digital systems for equipment, machinery, devices, online tools. To adjust and customise digital environments to task or customer requirements for access and use

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8

5.3 Innovate with digital tools

To use digital tools and technologies to create knowledge, and to innovate processes and products. To engage individually and collectively to understand and resolve conceptual problems and problem situations in digital environments

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Focus Area 5: Technical proficiency and problem solving

Foundation | Intermediate | Advanced | **Specialised**

☐ 1 ☐ 2 | ☐ 3 ☐ 4 | ☐ 5 ☐ 6 | ☐ 7 ☐ 8

5.4 Learning and self-development

To identify personal digital capability gaps and use learning and development opportunities to close them. To support others to improve or upskill with their digital capability development

Category of Usage	Digital Capability Skills
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Digital Capability

Digital Capability

Digital Occupational Profile Version 1.0

Occupation