**Digital Capability**

# Australian Digital Capability Framework

**Version 1.0**

# Copyright

## Using the Commonwealth Coat of Arms

The terms of use for the Coat of Arms are available from the Department of Prime Minister and Cabinet website at Commonwealth Coat of Arms | Department of the Prime Minister and Cabinet (pmc.gov.au)

## Acknowledgements

# 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].

## Structure of the Framework

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.

**1**

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

**2**

**Focus Area 2:**
Communication and Collaboration

**3**

**Focus Area 3:**
Digital Content Creation

**4**

**Focus Area 4:**
Protection and Safety

**5**

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

---

[1] European Commission, Joint Research Centre, Carretero, S., Vuorikari, R., Punie, Y., DigComp 2.1: the digital competence framework for citizens with eight proficiency levels and examples of use, Publications Office, 2018, https://data.europa.eu/doi/10.2760/836968

Digital Capability

# Focus Area 4: 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

# Focus Area 2: Communication and Collaboration

To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in education, workplace and society through public and private digital services. To manage one's digital identity and reputation.

Engage with others online, appropriately and effectively, by using a variety of platforms. Understand the concept of digital identity and reputation, and how to protect it.

## Digital Capabilities

### 2.1 Digital communication

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

### 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

### 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

### 2.4 Digital collaboration

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

### 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

### 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

Digital Capability

# Focus Area 3: Digital Content Creation

To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give instructions to a computer program or system.

Create and edit digital content, integrate new content into existing content, and understand the function and application of copyright and licences. Understand and apply basic computer programming.

## Digital Capabilities

### 3.1 Develop digital content

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

### 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

### 3.3 Digital copyright and licences

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

### 3.4 Create instructions for computers

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

Digital Capability

# Focus Area 4:
# Protection
# and Safety

To protect devices, content, organisational and personal data, confidentiality and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for well-being and inclusion. To be aware of the environmental impact of digital technologies and their use.

Understand and mitigate risks within a digital environment, including protecting the environment, the well-being of individuals, devices, organisational and personal information and privacy.

## Digital Capabilities

### 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

### 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

### 4.3 Protect health and well-being

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

### 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

Digital Capability

# Focus Area 5: Technical Proficiency and Problem Solving

To identify requirements and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up to date with the digital evolution.

Identify and resolve problems with digital devices and within digital environments, using a variety of tools and creative solutions. Identify and close personal digital skills gaps.

## Digital Capabilities

### 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)

### 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

### 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

### 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

Digital Capability

# Structure of the Proficiency Levels

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.

| Four Level | Eight Level | | Complexity | Autonomy |
|---|---|---|---|---|
| **Level of Proficiency** | | | **Complexity** | **Autonomy** |
| **A** Foundation | 1 | Perform at a basic level with guidance | Simple tasks | With guidance |
| **A** Foundation | 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 |
| **B** Intermediate | 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 |
| **C** Advanced | 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 |
| **D** Specialised | 8 | Perform highly specialised activity and guide others | Highly specialised tasks Highly complex problems | Contribute knowledge |

Digital Capability

# Focus Area 1: Information and Data Literacy

| Level of Proficiency | | | 1.1 Search, browse, and filter information | 1.2 Verify information and data | 1.3 Manage data and information |
|---|---|---|---|---|---|
| **Foundation** | 1 | Perform at a basic level with guidance | • Understand the purpose of the search<br>• Understand the required content for the search<br>• Search for information in a digital environment<br>• Access and navigate between digital resources<br>• Select and maintain search strategies | • Verify resource relevance to search purpose<br>• Verify resource credibility<br>• Fact checks information | • Organise, store, and retrieve digital information<br>• Organise, store, and retrieve information in a structured digital environment e.g. relational databases and spreadsheets |
| | 2 | Perform at a basic level with autonomy and some guidance | • Understand the purpose of the search<br>• Understand the required content for the search<br>• Search for information in a digital environment<br>• Access and navigate between digital resources<br>• Create and maintain search strategies | • Verify resource relevance to search purpose<br>• Verify resource credibility<br>• Fact checks information | • Routinely organise, store, and retrieve digital information<br>• Routinely organise, store, and retrieve information in a structured digital environment e.g. relational databases and spreadsheets |

Digital Capability

# Focus Area 1: Information and Data Literacy

| Level of Proficiency | | | 1.1 Search, browse, and filter information | 1.2 Verify information and data | 1.3 Manage data and information |
|---|---|---|---|---|---|
| Intermediate | 3 | Autonomously solve simple problems | • Explain the purpose of the search to others<br>• Perform well-defined and routine searches in a digital environment<br>• Explain access and navigation strategies to others<br>• Explain well-defined and routine search strategies to others | • Verify resource relevance to search purpose through analysis<br>• Verify resource credibility through analysis<br>• Verify information credibility through analysis | • Routinely organise, store, and retrieve digital information<br>• Routinely organise, store, and retrieve information in a structured and secure digital environment for accessibility for as long as it is needed.  e.g. relational databases and spreadsheets |
| | 4 | Autonomously solve intermediate problems | • Explain search requirements to others<br>• Organise searches in a digital environment<br>• Explain access and navigation strategies to others<br>• Organise digital search strategies | • Verify resource relevance to search purpose through analysis and metadata<br>• Verify resource credibility through analysis<br>• Verify information credibility through analysis | • Routinely organise, store, and retrieve digital information<br>• Routinely organise, store, and retrieve information in a structured and secure digital environment for accessibility for as long as it is needed.  e.g. relational databases and spreadsheets |

Digital Capability

# Focus Area 1: Information and Data Literacy

| Level of Proficiency | | | 1.1 Search, browse, and filter information | 1.2 Verify information and data | 1.3 Manage data and information |
|---|---|---|---|---|---|
| Advanced | 5 | Autonomously solve advanced problems and guide others | • Apply and assess original search strategies for information in a digital environment<br>• Explain access and navigation strategies to others<br>• Propose original search strategies | • Compare resource relevance through analysis of several resources<br>• Verify resource credibility through analysis of several resources<br>• Verify information credibility through analysis of varied data | • Manage information in a digital environment<br>• Manage information in a structured and secure digital environment for accessibility for as long as it is needed. e.g. relational databases and spreadsheets |
| | 6 | Autonomously solve complex problems and guide others | • Determine the purpose and required content of the search<br>• Refine search strategy to improve relevancy of results<br>• Explain to others how to improve relevancy of search results | • Compare resource relevance through analysis of several resources<br>• Verify resource credibility through critical assessment of several resources<br>• Verify information credibility through critical assessment of varied data | • Manage information to organise, store, and retrieve it more efficiently in a digital environment<br>• Manage information to organise, store, and retrieve it more efficiently in a structured and secure digital environment for accessibility for as long as it is needed. e.g. relational databases and spreadsheets |

Digital Capability

# Focus Area 1: Information and Data Literacy

| Level of Proficiency | | | 1.1 Search, browse, and filter information | 1.2 Verify information and data | 1.3 Manage data and information |
|---|---|---|---|---|---|
| Specialised | 7 | Autonomously solve highly complex problems and guide others | • Solve complex search problems in a digital environment<br>• Integrate search strategies to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex analysis problems in a digital environment<br>• Integrate analysis strategies to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex lifecycle information management problems in a digital environment<br>• Integrate information management strategies to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others |
| | 8 | Perform highly specialised activity and guide others | • Solve highly complex search problems in a digital environment<br>• Propose original search strategies and processes within a digital environment | • Solve highly complex analysis problems in a digital environment<br>• Propose original analysis strategies and processes within a digital environment | • Solve highly complex lifecycle information management problems in a digital environment<br>• Propose original information management strategies and processes within a digital environment |

Digital Capability

# Focus Area 2: Communication and Collaboration

| Level of Proficiency | | | 2.1 Digital communication | 2.2 Digital sharing | 2.3 Digital engagement | 2.4 Digital collaboration | 2.5 Digital conduct | 2.6 Digital identity |
|---|---|---|---|---|---|---|---|---|
| **Foundation** | 1 | Perform at a basic level with guidance | • Identify, select and use a digital communication platform<br>• Identify, select and use a communication method from the platform | • Identify, select and use a digital information sharing platform<br>• Identify simple content referencing and attribution practices | • Identify and select simple digital services to participate in education, workplace or society<br>• Identify how to use simple digital services for self-empowerment and engagement with education, workplace or society | • Identify, select and use simple digital technologies to collaborate with others | • Understand appropriate behaviour while using digital technologies<br>• Understand appropriate communication practice for a specific digital audience<br>• Understand how cultural, generational and societal differences impact digital behaviour | • Understand the concept of digital identity<br>• Understand the need to protect digital identity and reputation<br>• Understand the nature of information produced and stored in a digital environment |
| | 2 | Perform at a basic level with autonomy and some guidance | • Identify, select and use a digital communication platform<br>• Identify, select and use a communication method from the platform | • Identify, select and use a digital information sharing platform<br>• Identify simple content referencing and attribution practices | • Identify and select simple digital services to participate in education, workplace or society<br>• Identify how to use simple digital services for self-empowerment and engagement with education, workplace or society | • Identify, select and use simple digital technologies to collaborate with others | • Engage in appropriate behaviour while using digital technologies<br>• Adapt communication practice for a specific digital audience<br>• Identify specific cultural, generational and societal differences which may impact digital behaviour | • Identify personal digital identity<br>• Identify ways to protect personal digital identity and reputation<br>• Identify personal information produced and stored in a digital environment |

Digital Capability

# Focus Area 2: Communication and Collaboration

| Level of Proficiency | | | 2.1 Digital communication | 2.2 Digital sharing | 2.3 Digital engagement | 2.4 Digital collaboration | 2.5 Digital conduct | 2.6 Digital identity |
|---|---|---|---|---|---|---|---|---|
| Intermediate | 3 | Autonomously solve simple problems | • Perform specific, routine interactions using a selected digital communication platform<br>• Perform specific, routine communication using the selected method from the platform | • Select and use a digital information platform for sharing of information<br>• Select and use content referencing and attribution practices for sharing of information<br>• Identify and use best practice for acting as an intermediary for sharing of information | • Identify and select a specific digital service to routinely participate in education, workplace or society<br>• Routinely use a specific digital service for self-empowerment and engagement with education, workplace or society | • Select and use specific digital technologies to collaborate with others | • Identify and routinely engage in specific behaviour appropriate for digital audiences<br>• Identify communication practices to routinely apply to specific digital audiences<br>• Identify specific cultural, generational and societal differences to routinely consider for diverse digital audiences | • Identify routinely used or created digital identities<br>• Identify routine ways to protect digital identity and reputation<br>• Identify personal information routinely produced and stored in a digital environment |
| | 4 | Autonomously solve intermediate problems | • Select and use a variety of digital communication platforms<br>• Select and use a variety of communication methods from the platforms | • Use multiple features of a digital information platform for routine sharing of information<br>• Guide others in content referencing and attribution practices for routine sharing of information<br>• Guide others to use best practice for acting as an intermediary for routine sharing of information | • Identify and select a specific digital service to routinely participate in education, workplace or society<br>• Guide others to routinely use digital services for self-empowerment and engagement with education, workplace or society | • Select and use specific digital technologies to routinely collaborate others | • Discuss appropriate behaviour while using digital technologies<br>• Discuss appropriate communication practice for a specific digital audience<br>• Discuss cultural, generational and societal differences that impact digital behaviour | • Identify routinely used or created digital identities<br>• Discuss routine ways to protect digital identity and reputation<br>• Manage personal information routinely produced and stored in a digital environment |

Digital Capability

# Focus Area 2: Communication and Collaboration

| Level of Proficiency | | | 2.1 Digital communication | 2.2 Digital sharing | 2.3 Digital engagement | 2.4 Digital collaboration | 2.5 Digital conduct | 2.6 Digital identity |
|---|---|---|---|---|---|---|---|---|
| Advanced | 5 | Autonomously solve advanced problems and guide others | • Select and use a variety of digital communication platforms<br>• Select and use a variety of communication methods from the platforms<br>• Guide others to use digital communication platforms<br>• Guide others to use communication methods from the platforms | • Use a variety of digital information platforms and tools for routine sharing of information<br>• Use a variety of content referencing and attribution practices for routine sharing of information<br>• Guide others in acting as an intermediary for routine sharing of information | • Propose alternative digital services to routinely participate in education, workplace or society<br>• Routinely use a digital service for self-empowerment and engagement with education, workplace or society | • Propose alternative digital technologies to routinely collaborate with others | • Apply alternative behaviour practices while using digital technologies<br>• Apply alternative communication practices for a specific digital audience<br>• Apply knowledge of how cultural, generational and societal differences impact digital audiences | • Routinely use a variety of digital identities<br>• Apply routine ways to protect digital identity and reputation<br>• Apply routine ways to protect and manage personal information produced and stored in a digital environment |

Digital Capability

# Focus Area 2: Communication and Collaboration

| Level of Proficiency | | | 2.1 Digital communication | 2.2 Digital sharing | 2.3 Digital engagement | 2.4 Digital collaboration | 2.5 Digital conduct | 2.6 Digital identity |
|---|---|---|---|---|---|---|---|---|
| **Advanced** | 6 | Autonomously solve complex problems and guide others | • Select and configure a variety of digital communication platforms for specific needs from existing software resources<br>• Adapt a variety of communication methods from the platforms for specific needs from existing software resources | • Identify optimal digital information platforms and tools for routine sharing of information<br>• Identify optimal content referencing and attribution practices for routine sharing of information<br>• Adapt practices for acting as an intermediary for routine sharing of information | • Routinely use a variety of digital services to participate in education, workplace or society<br>• Routinely use a variety of digital services for self-empowerment and engagement with education, workplace or society | • Routinely use a variety of digital technologies to collaborate with others<br>• Identify, select and use a specific digital technology to routinely collaborate with others | • Identify and apply best behaviour practices while using digital technologies<br>• Identify and apply best communication practices for specific digital audiences<br>• Identify and apply best practice knowledge of how cultural, generational and societal differences impact digital audiences | • Routinely use a variety of digital identities<br>• Propose routine ways to protect digital identity and reputation<br>• Propose routine ways to protect and manage personal information produced and stored in a digital environment |

Digital Capability

# Focus Area 2: Communication and Collaboration

| Level of Proficiency | | | 2.1 Digital communication | 2.2 Digital sharing | 2.3 Digital engagement | 2.4 Digital collaboration | 2.5 Digital conduct | 2.6 Digital identity |
|---|---|---|---|---|---|---|---|---|
| Specialised | 7 | Autonomously solve highly complex problems and guide others | • Solve complex problems with digital communication platforms and methods through software modifications<br>• Integrate knowledge of digital communication platforms and methods to contribute to professional practice, and guide others | • Solve complex problems with digital information sharing platforms and tools<br>• Integrate knowledge of digital information sharing platforms and tools to contribute to professional practice, and guide others | • Solve complex problems with digital services for self-empowerment and engagement with education, workplace or society<br>• Integrate knowledge of digital services for self-empowerment and engagement with education, workplace or society to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with digital technologies to routinely collaborate with others<br>• Integrate knowledge of digital technologies to routinely collaborate with others to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems relating to the cultural, generational and societal differences in digital audiences<br>• Integrate knowledge of appropriate behaviour and practices for digital audiences to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems relating to protection of digital identities and reputation<br>• Solve complex problems relating to managing personal information produced and stored in a digital environment<br>• Integrate knowledge of managing personal digital information to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others |

Digital Capability

# Focus Area 2: Communication and Collaboration

| Level of Proficiency | | | 2.1 Digital communication | 2.2 Digital sharing | 2.3 Digital engagement | 2.4 Digital collaboration | 2.5 Digital conduct | 2.6 Digital identity |
|---|---|---|---|---|---|---|---|---|
| **Specialised** | 8 | Perform highly specialised activity and guide others | • Solve highly complex problems with digital communication platforms and methods through software development<br>• Propose original concepts on digital communication platforms and methods | • Solve highly complex problems with digital information sharing platforms and tools<br>• Propose original concepts on digital information sharing platforms and tools | • Solve highly complex problems with digital services for self-empowerment and engagement with education, workplace or society<br>• Propose original concepts on digital services for self-empowerment and engagement with education, workplace or society | • Solve highly complex problems with digital technologies to routinely collaborate with others<br>• Propose original concepts on digital technologies to routinely collaborate with others | • Solve highly complex problems relating to the cultural, generational and societal differences in digital audiences<br>• Propose original concepts on appropriate behaviour and practices for digital audiences | • Solve highly complex problems relating to the protection and management of personal digital information<br>• Propose original concepts on the protection and management of personal digital information |

Digital Capability

# Focus Area 3: Digital Content Creation

| Level of Proficiency | | | 3.1 Develop digital content | 3.2 Integrate and modify digital content | 3.3 Digital copyright and licenses | 3.4 Create instructions for computers |
|---|---|---|---|---|---|---|
| **Foundation** | 1 | Perform at a basic level with guidance | • Identify tools to create and edit digital content<br>• Identify the type and style of digital content to create<br>• Create some basic level content | • Identify tools and practices to modify existing and integrate new digital content | • Be aware of rules about copyright and licenses that protect digital information | • Record, in a few steps, simple computing instructions to solve a simple problem, complete a simple process, or perform a simple task |
| | 2 | Perform at a basic level with autonomy and some guidance | • Select specific tools to create and edit digital content<br>• Select the type and style of digital content to create<br>• Create some content of the type and style selected, using the tools selected | • Select and use tools and practices to modify existing and integrate new digital content at a basic level<br>• Capture/copy content from one source and use it in another context (e.g., take an image from a webpage and place it in a document) | • Identify rules and preferred practice about copyright and licenses that protect digital information | • Record, in a few steps, simple computing instructions to solve a simple problem, complete a simple process, or perform a simple task<br>• Formulate a set of instructions in a logical way |

Digital Capability

# Focus Area 3: Digital Content Creation

| Level of Proficiency | | | 3.1 Develop digital content | 3.2 Integrate and modify digital content | 3.3 Digital copyright and licenses | 3.4 Create instructions for computers |
|---|---|---|---|---|---|---|
| Intermediate | 3 | Autonomously solve simple problems | • Select specific tools to routinely create and edit appropriate digital content<br>• Routinely create digital content to a specific type and style | • Discuss the use of tools and best practices to modify existing and integrate new digital content<br>• Select and use tools and practices to modify existing and integrate new digital content<br>• Combine content from multiple sources in multiple formats to create new content | • Identify rules and best practice about copyright and licenses that routinely protect digital information | • Record and edit detailed computing instructions to solve a routine problem, complete a routine process, or perform a routine task<br>• Create a sequence of instructions using the features within a software tool, such as mail rules or macros |
| | 4 | Autonomously solve intermediate problems | • Use a variety of tools to routinely create and edit digital content<br>• Select the appropriate type and style of digital content to routinely create | • Guide others in the use of tools and best practices to modify existing and integrate new digital content | • Discuss rules, legislation, and best practice about copyright and licenses that routinely protect digital information<br>• Be aware of the difference between different forms of usage rights (public domain, Creative Commons, copyright and licensing) | • Record and edit detailed computing instructions to solve a specified problem, complete a specified process, or perform a specified task<br>• Understand and apply simple coding concepts |

Digital Capability

# Focus Area 3: Digital Content Creation

| Level of Proficiency | | | 3.1 Develop digital content | 3.2 Integrate and modify digital content | 3.3 Digital copyright and licenses | 3.4 Create instructions for computers |
|---|---|---|---|---|---|---|
| Advanced | 5 | Autonomously solve advanced problems and guide others | • Identify alternative tools to routinely create and edit appropriate digital content<br>• Identify appropriate alternative types and styles to create digital content | • Use digital tools to modify content such as adding captions or text to videos<br>• Identify alternative tools and practices to modify existing and integrate new digital content | • Apply specific rules, legislation, and best practice about copyright and licenses that routinely protect digital information | • Plan and develop computing instructions to solve a routine problem, complete a routine process, or perform a routine task<br>• Apply computing instructions to solve a routine problem, complete a routine process, or perform a routine task<br>• Use one or more scripting languages |
| | 6 | Autonomously solve complex problems and guide others | • Propose tools to routinely create and edit appropriate digital content<br>• Use a variety of types and styles to create appropriate digital content | • Propose tools and practices to modify existing and integrate new digital content | • Apply specific rules, legislation, and best practice about copyright and licenses that routinely protect digital information | • Identify best practice computing instructions to solve a specified problem, complete a specified process, or perform a specified task<br>• Plan, develop, and apply computing instructions to solve a specified problem, complete a specified process, or perform a specified task |

Digital Capability

# Focus Area 3: Digital Content Creation

| Level of Proficiency | | | 3.1 Develop digital content | 3.2 Integrate and modify digital content | 3.3 Digital copyright and licenses | 3.4 Create instructions for computers |
|---|---|---|---|---|---|---|
| Specialised | 7 | Autonomously solve highly complex problems and guide others | • Solve complex problems with digital content creation and editing<br>• Integrate knowledge of digital content creation and editing to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with tools and practices to modify existing and integrate new digital content<br>• Integrate knowledge of tools and practices to modify existing and integrate new digital content to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with rules, legislation, and best practice about copyright and licenses that protect digital information<br>• Integrate knowledge of rules, legislation, and best practice about copyright and licenses that protect digital information to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with planning and development of computing instructions<br>• Integrate knowledge of planning and development of computing instructions to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others |
| | 8 | Perform highly specialised activity and guide others | • Solve highly complex problems with digital content creation and editing<br>• Propose original concepts on creating and editing digital content | • Solve highly complex problems with modifying existing and integrating new digital content<br>• Propose original concepts on modifying existing and integrating new digital content | • Solve highly complex problems with rules, legislation, and best practice about copyright and licenses that protect digital information<br>• Propose original concepts on copyright and licenses that protect digital information | • Solve highly complex problems with planning and development of computing instructions<br>• Propose original concepts on planning and development of computing instructions |

Digital Capability

# Focus Area 4: Protection and Safety

| Level of Proficiency | | | 4.1 Protect devices | 4.2 Protect information and privacy | 4.3 Protect health and well-being | 4.4 Protect the environment |
|---|---|---|---|---|---|---|
| **Foundation** | 1 | Perform at a basic level with guidance | • Identify basic risks in a digital environment<br>• Identify, select and apply basic protection for digital devices | • Identify basic protection measures for personal/workplace information and privacy/confidentiality in a digital environment<br>• Identify how to safely share and use this information in a digital environment<br>• Identify privacy and confidentiality statements of how personal and confidential information is used in a digital environment<br>• Identify when to apply basic information protections and apply them | • Identify mental and physical health risks while using a digital environment<br>• Identify and apply basic protection mechanisms against mental and physical health risks while using a digital environment<br>• Identify tools and technologies for social well-being and inclusion while using a digital environment | • Identify basic environmental impacts of digital technology and its use |
| | 2 | Perform at a basic level with autonomy and some guidance | • Identify a variety of specific risks for digital devices<br>• Apply and maintain basic protections for digital devices | • Apply basic protection measures for personal/workplace information and privacy/confidentiality in a digital environment<br>• Apply practices to safely share and use this information in a digital environment<br>• Identify privacy and confidentiality statements, and how personal and confidential information is used in a digital environment<br>• Identify when to apply basic information protections and apply them | • Identify simple ways to avoid mental and physical health risks while using a digital environment<br>• Apply simple strategies to avoid mental and physical health risks while using a digital environment<br>• Select tools and technologies for social well-being and inclusion while using a digital environment | • Identify basic environmental impacts of digital technology and its use |

Digital Capability

# Focus Area 4: Protection and Safety

| Level of Proficiency | | | 4.1 Protect devices | 4.2 Protect information and privacy | 4.3 Protect health and well-being | 4.4 Protect the environment |
|---|---|---|---|---|---|---|
| Intermediate | 3 | Autonomously solve simple problems | • Identify specific routine risks for digital devices<br>• Identify, apply and maintain comprehensive protection for digital devices | • Explain routine protection measures for personal/ workplace information and privacy/confidentiality in a digital environment<br>• Explain routine practices to safely share and use this information in a digital environment<br>• Identify privacy/confidentiality statements and explain how this information is used in a digital environment | • Discuss routine ways to avoid mental and physical health risks while using a digital environment<br>• Discuss routine strategies to avoid mental and physical health risks while using a digital environment<br>• Discuss routine tools and technologies for social well-being and inclusion while using a digital environment | • Identify specific routine environmental impacts of digital technology and its use<br>• Identify and utilise opportunities for re-cycling electronic waste. |
| | 4 | Autonomously solve intermediate problems | • Identify specific routine risks for digital devices<br>• Identify, apply and maintain comprehensive protection for digital devices | • Discuss protection measures for personal information and privacy in a digital environment<br>• Discuss practices to safely share and use personal information in a digital environment<br>• Identify privacy statements and discuss how personal information is used in a digital environment | • Explain routine ways to avoid mental and physical health risks while using a digital environment<br>• Explain routine strategies to avoid mental and physical health risks while using a digital environment<br>• Explain routine tools and technologies for social well-being and inclusion while using a digital environment | • Discuss strategies to protect the environment against impacts of digital technology and its use |

Digital Capability

# Focus Area 4: Protection and Safety

| Level of Proficiency | | | 4.1 Protect devices | 4.2 Protect information and privacy | 4.3 Protect health and well-being | 4.4 Protect the environment |
|---|---|---|---|---|---|---|
| **Advanced** | 5 | Autonomously solve advanced problems and guide others | • Identify additional risks for digital devices<br>• Identify alternative protection measures for digital devices | • Apply alternative protection measures for personal information and privacy in a digital environment<br>• Apply alternative practices to safely share and use personal information in a digital environment<br>• Explain privacy statements and how personal information is used in a digital environment | • Apply alternative ways to avoid mental and physical health risks while using a digital environment<br>• Apply alternative strategies to avoid mental and physical health risks while using a digital environment<br>• Apply alternative tools and technologies for social well-being and inclusion while using a digital environment | • Discuss alternative strategies to protect the environment against impacts of digital technology and its use |
| | 6 | Autonomously solve complex problems and guide others | • Identify additional risks for digital devices<br>• Apply best practice protection measures for digital devices | • Apply best practice protection measures for personal information and privacy in a digital environment<br>• Apply best practice protocols to safely share and use personal information in a digital environment<br>• Analyse privacy statements and evaluate how personal information is used in a digital environment | • Apply best practice ways to avoid mental and physical health risks while using a digital environment<br>• Apply best practice strategies to avoid mental and physical health risks while using a digital environment<br>• Apply best practice tools and technologies for social well-being and inclusion while using a digital environment | • Apply best practice strategies to protect the environment against impacts of digital technology and its use |

Digital Capability

# Focus Area 4: Protection and Safety

| Level of Proficiency | | | 4.1 Protect devices | 4.2 Protect information and privacy | 4.3 Protect health and well-being | 4.4 Protect the environment |
|---|---|---|---|---|---|---|
| **Specialised** | 7 | Autonomously solve highly complex problems and guide others | • Solve complex problems with protection of digital devices<br>• Integrate knowledge of protection of digital devices to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with protection and safe use of personal information and privacy in a digital environment<br>• Integrate knowledge of protection and safe use of personal information and privacy in a digital environment, to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with protection against health risks, and using technology for social well-being and inclusion, while using a digital environment<br>• Integrate knowledge of health risks, and use of technology for social well-being and inclusion, while using a digital environment, to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with environmental protection from impacts of digital technology and its use<br>• Integrate knowledge of environmental protection from impacts of digital technology and its use, to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others |
| | 8 | Perform highly specialised activity and guide others | • Solve highly complex problems with protection of digital devices, personal/workplace information, and privacy/confidentiality<br>• Propose original concepts on protection of digital devices, personal/workplace information, and privacy/confidentiality | • Solve highly complex problems with protection and safe use of personal information and privacy in a digital environment<br>• Propose original concepts on protection and safe use of personal information and privacy in a digital environment | • Solve highly complex problems with protection against health risks, and using technology for social well-being and inclusion, while using a digital environment<br>• Propose original concepts on protection against health risks, and using technology for social well-being and inclusion, while using a digital environment | • Solve highly complex problems with environmental protection from impacts of digital technology and its use<br>• Propose original concepts on environmental protection from impacts of digital technology and its use |

Digital Capability

# Focus Area 5: Technical Proficiency and Problem Solving

| Level of Proficiency | | | 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 |
|---|---|---|---|---|---|---|
| Foundation | 1 | Perform at a basic level with guidance | • Identify basic technical problems with digital devices and environments<br>• Identify and apply basic solutions for technical problems with digital devices and environments<br>• Understand the common types of connections (e.g. wired, WiFi, Bluetooth) and the basics of how they work | • Identify technological needs and the basic tools and responses to solve them<br>• Respond to basic technological needs by customising a digital environment<br>• Use basic digital tools to control or operate machinery | • Identify basic digital technologies for creating original digital content, processes and products<br>• Collaborate with others to resolve challenges within a digital environment | • Identify personal digital capability gaps<br>• Identify and action some learning and development opportunities to close personal digital capability gaps |
| | 2 | Perform at a basic level with autonomy and some guidance | • Identify basic technical problems with digital devices and environments<br>• Identify and apply basic solutions for technical problems with digital devices and environments<br>• Connect devices to services when supplied with credentials | • Identify technological needs and the basic tools and responses to solve them<br>• Respond to basic technological needs by customising a digital environment<br>• Use basic digital tools to control or operate machinery<br>• Identify and download desktop apps, apps on smart devices and logging into online services | • Identify basic digital technologies for creating original digital content, processes and products<br>• Collaborate with others to resolve challenges within a digital environment | • Identify personal digital capability gaps<br>• Identify and action some relevant learning and development opportunities to close personal digital capability gaps |

Digital Capability

# Focus Area 5: Technical Proficiency and Problem Solving

| Level of Proficiency | | | 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 |
|---|---|---|---|---|---|---|
| Intermediate | 3 | Autonomously solve simple problems | • Identify routine technical problems with digital devices and environments<br>• Identify and apply routine solutions for technical problems with digital devices and environments<br>• Identify settings that affect connections and make adjustments | • Identify routine technological needs and responses to solve them<br>• Respond to technological needs by customising a digital environment<br>• Use complex digital tools to control or operate machinery<br>• Use software, apps and services to achieve business outcomes | • Identify specific digital technologies for routinely creating original digital content, processes and products<br>• Autonomously resolve routine challenges within a digital environment<br>• Collaborate with others to resolve routine challenges within a digital environment | • Explain routine personal digital capability gaps<br>• Explain how to identify learning and development opportunities to close routine personal digital capability gaps<br>• Action appropriate learning and development opportunities to close personal digital capability gaps |
| | 4 | Autonomously solve intermediate problems | • Identify additional technical problems with digital devices and environments<br>• Select and apply solutions for technical problems with digital devices and environments<br>• Identify the difference between problems likely caused by connection issues, data issues, faulty software or faulty hardware and take appropriate action (e.g. report it to the most appropriate support people) | • Explain technological needs and the tools and responses to solve them<br>• Select and apply specific solutions for technological needs by customising a digital environment<br>• 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<br>• Import and export data from apps and services<br>• Configure settings in apps | • Identify alternative digital technologies for creating original digital content, processes and products<br>• Autonomously resolve challenges within a digital environment<br>• Collaborate with others to resolve challenges within a digital environment | • Discuss how to close personal digital capability gaps<br>• Identify ways of guiding others to close digital capability gaps<br>• Explain where to find learning and development opportunities to close digital capability gaps |

Digital Capability

# Focus Area 5: Technical Proficiency and Problem Solving

| Level of Proficiency | | | 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 |
|---|---|---|---|---|---|---|
| **Advanced** | 5 | Autonomously solve advanced problems and guide others | • Analyse technical problems with digital devices and environments<br>• Select and apply alternative solutions for technical problems with digital devices and environments<br>• Diagnose and remedy common connection problems and assist others in getting connected | • Analyse technological needs and apply alternative tools and responses to solve them<br>• Select and apply alternative solutions for technological needs by customising a digital environment<br>• Investigate systems to minimise risks and potential problems to common issues | • Select and apply specific digital technologies for creating original digital content, processes and products<br>• Autonomously resolve challenges within a digital environment<br>• Collaborate with others to resolve challenges within a digital environment | • Select and appropriately address specific personal digital capability gaps<br>• Discuss different ways of guiding others to close digital capability gaps<br>• Propose known opportunities for learning and development to close digital capability gaps |
| | 6 | Autonomously solve complex problems and guide others | • Evaluate technical problems with digital devices and environments<br>• Select and apply best practice solutions for technical problems with digital devices and environments | • Apply best practice solutions for identifying and responding to technological needs<br>• Apply best practice solutions for responding to technological needs by customising a digital environment<br>• Investigate systems in order to minimise risks and potential problems to complex issues | • Select and apply best practice digital technologies for creating original digital content, processes and products<br>• Autonomously resolve challenges within a digital environment<br>• Collaborate with others to resolve challenges within a digital environment | • Select and apply best practice solutions to improve personal digital capability<br>• Assess the digital capability development of others<br>• Select optimum opportunities for learning and development to close personal digital capability gaps |

Digital Capability

# Focus Area 5: Technical Proficiency and Problem Solving

| Level of Proficiency | | | 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 |
|---|---|---|---|---|---|---|
| Specialised | 7 | Autonomously solve highly complex problems and guide others | • Solve complex technical problems with digital devices and environments<br>• Integrate knowledge of technical problems with digital devices and environments, to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with identifying and responding to technological needs<br>• Integrate knowledge of identifying and responding to technological needs, to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with digital technologies for creating original digital content, processes and products, and for resolving challenges within a digital environment<br>• Integrate knowledge of digital technologies for creating original digital content, processes and products, and for resolving challenges within a digital environment, to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others | • Solve complex problems with closing digital capability gaps and engagement in learning and development opportunities<br>• Integrate knowledge of closing digital capability gaps and engagement in learning and development opportunities, to contribute to professional practice<br>• Explain knowledge and professional practice strategies to others |
| | 8 | Perform highly specialised activity and guide others | • Solve highly complex technical problems with digital devices and environments<br>• Propose original concepts on technical problems with digital devices and environments | • Solve highly complex problems with identifying and responding to technological needs<br>• Propose original concepts on identifying and responding to technological needs | • Solve highly complex problems with digital technologies for creating original digital content, processes and products, and for resolving challenges within a digital environment<br>• Propose original concepts on digital technologies for creating original digital content, processes and products, and for resolving challenges within a digital environment | • Solve highly complex problems with closing digital capability gaps and engagement in learning and development opportunities<br>• Propose original concepts on closing digital capability gaps and engagement in learning and development opportunities |

Digital Capability

# Digital Capability

# Australian Digital Capability Framework
## Version 1.0