

# Digital Occupational Profile Version 1.0

## Occupation

731311 Train Driver

# Copyright



Australian Government  
Department of Employment  
and Workplace Relations

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## Acknowledgements

The Department of Employment and Workplace Relations (the Department) acknowledges that the Framework is adapted from the European Commission's 'The Digital Competence Framework for Citizens with eight proficiency levels and examples of use' ([DigComp 2.1](https://ec.europa.eu/digital-skills/)).

Citation: Carretero Gomez, S., Vuorikari, R. and Punie, Y., DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, EUR 28558 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-68006-9 (pdf), 978-92-79-68005-2 (print), 978-92-79-74173-9 (ePub), doi:10.2760/38842 (online), 10.2760/836968 (print), 10.2760/00963 (ePub), JRC106281.

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## 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 Occupational Profile

## Occupation

Train Driver

e.g. Grape Grower

## ANZSCO Code

731311

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

## Future Skills/Upcoming/ New Technology

- Critical Communications systems
- In-cab signaling systems
- Autonomous rail vehicles
- High speed rail vehicle systems
- Safety Critical information (operational & safe working)

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

## Labour Market/ Occupational information

- [Train Driver: Career and training pathways \(railskillshub.gov.au\)](https://railskillshub.gov.au)
- [Australian Skills Classification | Jobs and Skills Australia](#)
- [Logistics, Warehousing and Transport - Department of Employment and Workplace Relations, Australian Government \(dewr.gov.au\)](#)
- [Australian Skills Classification Jobs and Skills Australia](#)
- [Australasian Railway Association: The Rail Industry Worker \(RIW\) program](#)
- [AS 7453 Recruitment and selection of Rail Traffic Drivers](#)

Links or information that may be relevant to the occupation

## Training Opportunities

- [TLISS00128 Rail Infrastructure Induction Skill Set](#)
- [TLI23221 Certificate II in Shunting](#)
- [TLI31421 Certificate III in Light Rail Driving](#)
- [TLI33221 Certificate III in Terminal Train Driving](#)
- [TLI42622 Certificate IV in Train Driving](#)
- [TLI50621 Diploma of Rail Operations Management](#)

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



## Key functions of the occupation

- Stopping at stations and set locations to pick up and set down passengers and freight
- Opening and closing doors before and after passengers board or alight (where applicable)
- Observing signals, track conditions, nearby traffic and prescribed speeds to ensure safety
- Monitoring indicator gauges, changing controls and power supply poles and reporting operating irregularities
- Checking time and adherence to timetables
- May advise passengers on destinations
- Maintaining awareness of Operational critical information (operational & safe working) including train location
- Perform safe working functions
- Managing operational interfaces with internal and external stakeholders (Network Controllers, First Responders etc.)
- Safety Critical Communication, in the course of day to day operation and degraded situations
- Identify and manage faults with Rolling Stock
- Rolling Stock preparation, stable, division and amalgamation
- Managing Emergency and degraded situations

*List key digital and non digital tasks for the occupation*

## Digital Equipment used in the role

- Critical Communications systems
- In-cab systems
- Autonomous rail vehicles
- High speed rail vehicle systems
- European Train Control System (ETCS)
- Communication Based Train Control (CBTC)
- Mobility Devices (Smartphones, Tablets)
- Digital Crew asset association

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

# Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

Transferrable

Process workplace documentation. Data is gathered, required documentation is prepared and forms are completed, in accordance with workplace policies and procedures

Essential

Search for safeworking rules and procedures

Essential

Ability to source and filter information required to operate on different networks

Transferrable

Ability to sourcing product knowledge and operational information of relevance to customers and self including the timetable, stopping patterns, connections, departure times.

Choose an item.

Choose an item.

Choose an item.

# Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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
Transferrable	Process workplace documentation. Data is gathered, required records are prepared and forms completed, in accordance with workplace policies and procedures
Essential	Acknowledgement, confirmation and acceptance of safety critical information
Transferrable	Verify that the train working is aligned with awards, conditions and safety requirements
Essential	Analyse and interpret error/fault codes and or messages and apply correct procedures to verify and manage the situation
Choose an item.	
Choose an item.	
Choose an item.	

# Digital Focus Area 1: Information and Data Literacy

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

## 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

### Category of Usage

### Digital Capability Skills

#### Transferrable

**Process workplace information. Data is gathered, required records are prepared and forms completed, in accordance with workplace policies and procedures**

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.





# Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

Transferrable

Use communications systems. Channels are selected appropriate to the communication as required

Transferrable

Use communications systems. Digital equipment is set up to optimise communication

Transferrable

Use of specialised communication applications for safety critical information

Transferrable

The use of communication protocols

Choose an item.

Choose an item.

Choose an item.

# Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

#### Transferrable

Identify, respond, acknowledge, collate and manually input information into onboard systems or digital devices

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



# Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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
Transferrable	Technology is used efficiently and effectively to identify work allocation and commitments
Transferrable	Technology is used to participate in online learning
Transferrable	The ability to attend virtual meetings
Transferrable	The use of technology to communicate with team members/Line Leaders
Choose an item.	
Choose an item.	
Choose an item.	

# Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

Transferrable

Use digital devices in the workplace to communicate with team members

Transferrable

Expertise in managing radio communications and using communication systems that interface with safeworking technology

Transferrable

Interact with digital technology, functions of software applications for operational requirements

Transferrable

Understanding the field equipment that interacts with the signalling system and their role in safeworking technology

Choose an item.

Choose an item.

Choose an item.



# Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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
Transferrable	Use digital communication systems, messages are transmitted clearly, unambiguously and precisely in accordance with protocols required of users as outlined in workplace procedures
Transferrable	Tailor communications style to the audience in line with protocols and workplace procedures
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

# Digital Focus Area 2: Communication and Collaboration

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

## 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

Transferrable

Use digital communication systems and profiles in accordance with workplace procedures

Transferrable

Take appropriate action to protect digital identity from malicious actors in line with organisational policies

Transferrable

Identify and take action to protect confidential and operationally sensitive data in different media formats

Choose an item.

Choose an item.

Choose an item.

Choose an item.



# Digital Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

## 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 Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 Focus Area 3: Digital Content Creation

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

### 3.4 Create instructions for computers

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 Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

#### Transferrable

Protect devices and content from malicious access and adhere to organisational cyber security policies and procedures

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



# Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

Transferrable

Ensure, in digital environment, organisational and personal data is protected in accordance with workplace procedures

Transferrable

Protect devices and content from malicious access and adhere to organisational cyber security policies and procedures

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.



# Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

## 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

#### Transferrable

Digital duty of care, to protect self and others from risk of harm in digital environments in line with workplace procedures

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

# Digital Focus Area 4: Protection and Safety

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

## 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 Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

#### Transferrable

**Ability to interpret system warnings or alerts and perform testing or troubleshooting on digital devices and technology systems**

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

# Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

#### Essential

**Configuring onboard systems to safely manage train operations**

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.





# Digital Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 Focus Area 5: Technical proficiency and problem solving

Foundation		Intermediate		Advanced		Specialised	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 Occupational Profile Version 1.0

## Occupation

731311 Train Driver