



Australian Government
Department of Employment
and Workplace Relations

Connecting and Collaborating #2

Digital Skills for Employment

November 2022



Connecting and Collaborating: Digital Skills for Employment

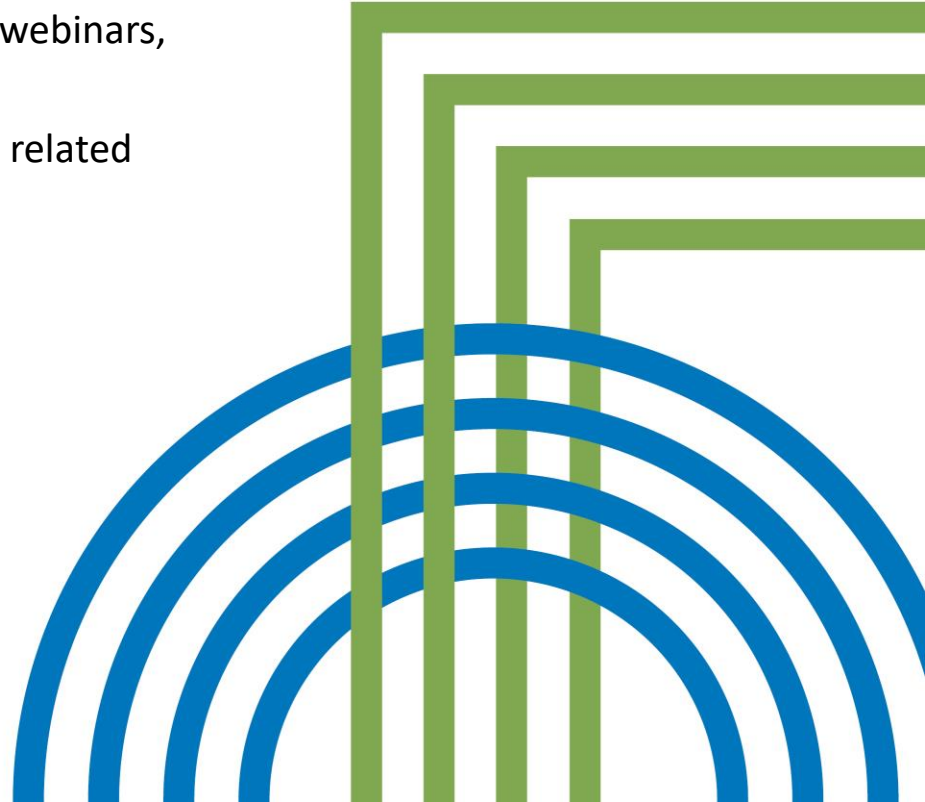
- Guest speakers:
 - Michael Wyndham, Skills and Training Group, DEWR
 - Thomas Skennerton, People and Culture, Queensland Health
 - John Sheen, Wyndham Community and Education Centre



Jobs Community – A Community of Practice

A network that is all about connecting people with jobs

- You will receive invitations in relation to industry webinars, employment opportunities and more
- Will also be an opportunity to share employment related information/initiatives and best practice
- [Click here to join the Jobs Community](#)



Jobs Community

Jobs Briefings

- Employers attend to provide an overview of their organisation and jobs available
- Outlines the requirements etc and how to apply for the jobs (including hints and tips)
- Relaxed meeting – 45 minutes long and held via Microsoft Teams
- Opportunity for providers to hear directly from employers and to ask questions

Employment opportunities

- Circulation of Employment Opportunities – details of job opportunities, employer contacts (employers often ask for Employment Services Provider contacts)

Beaurepaires

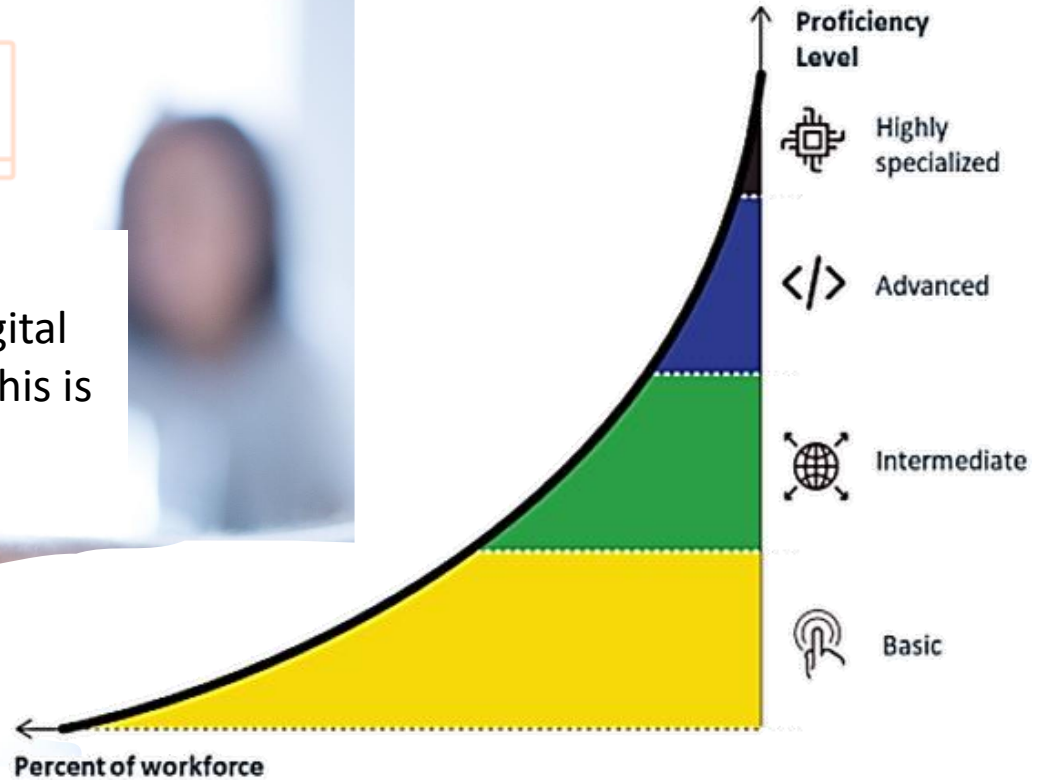


To create
a better
everyday
life for the
many
people.

officeworks
make bigger things happen



Almost two in three Australian workers (64%) currently apply digital skills in their work and by 2025, this is expected to increase to 90%.



Skill needs are not limited to higher end skills –
The need to build digital skills exists right across the workforce (and society)



Australian Government
**Department of Employment
and Workplace Relations**

Australian Digital Capability Framework

What is it? How can it be used by employers, job seekers, trainers?

Development of the Framework

- The development of the Framework was commissioned by the department on behalf of the **Australian Industry and Skills Committee (AISC)**
- The AISC received a report from the **Digital Transformation Expert Panel** outlining a digital skills strategy (The Learning Country)
- Panel recommendations included the creation of an Australian digital capability framework suitable for use in vocational education and training.

What is digital transformation? – process, depth, extent

- The progressive application of new digital technologies (hard and soft) to the economy, social interaction and to politics.
- Deep impacts on business models, business environment, the generation and distribution of value, **the profile of skills in demand**.
- Creates demand for digital skills and also non-automatable skills
- Easy to underestimate the extent and implications: e.g. the AI wave has just begun – what will it bring in its train? Who knows?

Employers and employees: Questions

- **Employer:** implications for our business:
 - strategy
 - resilience
 - structure
 - ongoing operations and new potentials
 - required skill set
- **Employee:** ‘In this new environment: What skills do I need to get a job, keep a job, transition to a new and better job?’
- **Both:** ‘Is there a sub-set of capabilities that are universal and specifically responsive to the new digital environment?’

Why develop a Framework?

Benefits and applications of the Framework

- The Framework is a **source document** creating a common language across regional and industry sectors **for use in multiple applications**.
- A starting point and conceptual framework for:
 - Labour market analysis
 - Workforce development: upskilling, workforce entry
 - Career advice: skill gap identification
 - Self assessment and personal development
 - Development of learning materials for training and training programs.

Australian Digital Capability Framework Content & Structure

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

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, 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.

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 action using digital means.

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 Protect devices

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.

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	<ul style="list-style-type: none"> Identify basic technical problems with digital devices and environments Identify and apply basic solutions for technical problems with digital devices and environments Understand the common types of connections (e.g. wired, WiFi, Bluetooth) and the basics of how they work 	<ul style="list-style-type: none"> Identify technological needs and the basic tools and response to solve them Respond to basic technological needs by customising a digital environment Use basic digital tools to control or operate machinery 	<ul style="list-style-type: none"> Identify basic digital technologies for creating original digital content, processes and products Collaborate with others to resolve challenges within a digital environment 	<ul style="list-style-type: none"> Identify personal digital capability gaps Identify and action some learning and development opportunities to close personal digital capability gaps
Foundation	2	Perform at a basic level with autonomy and some guidance	<ul style="list-style-type: none"> Identify basic technical problems with digital devices and environments Identify and apply basic solutions for technical problems with digital devices and environments Connect devices to services when supplied with credentials 	<ul style="list-style-type: none"> Identify technological needs and the basic tools and responses to solve them Respond to basic technological needs by customising a digital environment Use basic digital tools to control or operate machinery Identify and download desktop apps, apps on smart devices and logging into online services 	<ul style="list-style-type: none"> Identify basic digital technologies for creating original digital content, processes and products Collaborate with others to resolve challenges within a digital environment 	<ul style="list-style-type: none"> Identify personal digital capability gaps Identify and action some relevant learning and development opportunities to close personal digital capability gaps

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	<ul style="list-style-type: none"> Identify routine technical problems with digital devices and environments Identify and apply routine solutions for technical problems with digital devices and environments Identify settings that affect connections and make adjustments 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify specific digital technologies for routinely creating original digital content, processes and products Autonomously resolve routine challenges within a digital environment Collaborate with others to resolve routine challenges within a digital environment 	<ul style="list-style-type: none"> Explain routine personal digital capability gaps Explain how to identify learning and development opportunities to close routine personal digital capability gaps Action appropriate learning and development opportunities to close personal digital capability gaps
Intermediate	4	Autonomously solve intermediate problems	<ul style="list-style-type: none"> Identify additional technical problems with digital devices and environments Select and apply solutions for technical problems with digital devices and environments 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) 	<ul style="list-style-type: none"> Explain technological needs and the tools and response 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 setting 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 	<ul style="list-style-type: none"> Identify alternative digital technologies for creating original digital content, processes and products Autonomously resolve challenges within a digital environment Collaborate with others to resolve challenges within a digital environment 	<ul style="list-style-type: none"> Discuss how to close personal digital capability gaps Identify ways of guiding others to close digital capability gaps Explain where to find learning and development opportunities to close digital capability gaps

DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes

2022

Science for policy

Information society

Innovation and growth

Abstract: The Digital Competence Framework for Citizen (DigComp) provides a common understanding of what digital competence is. The present publication has two main parts: the integrated DigComp 2.2 framework provides more than 250 new examples of knowledge, skills and attitudes that help citizens engage confidently, critically and safely with digital technologies, and new and emerging ones such as systems driven by artificial intelligence (AI). The framework is also made available following the digital accessibility guidelines, as creating accessible digital resources is an important priority today. The second part of the publication gives a snapshot of the existing reference material for DigComp consolidating previously released publications and references.

Authors: VUORIKARI Riina; KLUZER Stefano; PUNIE Yves

Citation: Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC128415.

Publisher: Publications Office of the European Union



Digital Occupational Profiles

- A DOP template has been developed to illustrate a use for the framework.
- It provides a means of identifying the digital skills relevant to particular occupations.
- The profile uses the Framework to identify the skills at the next level down: e.g. particular applications
- The DOP classifies digital skills as : Essential, Transferrable (essential and useful in other occupations) and complementary (useful, not strictly essential)
- The analysis is validated by industry experts.

Key functions of the occupation

Mobile Plant Operators (not covered elsewhere) includes jobs like, grader, excavator, multiple tool carrier, front end loader, forklift, bogger, jumbo operators, and Tunnellers.

Tasks:

- Prepares and positions plant for operation
- Selects, fits and removes attachments
- Operates controls to carry out required tasks
- Monitors operation of plant and adjusts controls to regulate pressure, speed and flow of operation, and ensures safety of other workers
- Raises, lowers and manipulates attachments using manual and hydraulic controls
- Works from drawings, markers and verbal instructions
- Services, lubricates, cleans and refuels plant and performs minor adjustments and repairs

Earthmoving Plant Operators (General) operate a range of earthmoving plants to assist with building roads, rail, water supplies, dams, treatment plants civil construction works and agricultural earthworks.

Also known as: Construction Plant Operator. Formal qualifications are not essential to work as an Earthmoving Plant Operator (General). Although workers will be expected to have completed related plant operations training and may have or be working towards a Certificate III in Civil Construction Plant Operations, Civil Construction or Surface Extraction Operations.

List key digital and non digital tasks for the occupation

Digital Equipment used in the role

Common Digital Technology which may include:

- Microsoft Office suite software (email and calendar software, word processing software, spreadsheet software, presentation software, desktop publishing software)
- search engine software
- information retrieval and query software
- operating system interfaces GPS receivers Devices or software that receive and provide GPS coordinates in an interactive map or other visualisation.

Examples of this technology tool are:

- Global Positioning System GPS devices
- Geodetic ground GPS receivers
- Handheld GPS receiver
- Route mapping software
- MaxSea Time Zero Navigator NOAA

Inventory management software Systems or software used to manage, monitor, and track stock levels. May have linkages to procurement, warehouse, and facilities management systems. Examples of this technology tool are:

- Inventory tracking software
- Automated Package Processing System APPS

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

Digital Focus Area 1: Information and Data Literacy

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
Essential	Verify the quality of data using workplace procedures
Transferrable	Report all data using the appropriate units and number of significant figures
Transferrable	Read and interpret maps. *completing written records and reports systems
Transferrable	Prepare traffic management plans and traffic guidance schemes. *interpreting and analysing data

Digital Focus Area 5: Technical proficiency and problem solving

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
Transferrable	Operate digital devices. Customise desktop or application configuration
Transferrable	Operate digital devices. Navigate and organise file or application environment
Essential	Control and monitor automated plant/machinery. Plan and prepare to control and monitor automated plant/machinery
Essential	Position, set up and program portable traffic control devices. Select, apply and change signal sequence of portable traffic control devices according to job

Thank you

- Copies of the framework will be available shortly.

Digital Capabilities

Recruitment

- Vacancies - Online portal: [Job search | smartjobs.qld.gov.au](https://www.smartjobs.qld.gov.au)
- Applying for a job – need to upload Resume and Cover Sheet
- Interview – usually face to face, but ... MS Teams, Zoom

Onboarding and Induction

- Paperwork – emailed to out for completion, eg certified copies of your identification, COVID vaccinated, Tax File Number, Superannuation, other declarations

In the workplace

- Some online training
- IT support is via an Online Portal
- HR Services via an Online Portal, including retrieving payslips
- Cyber-awareness for security and confidentiality
- MS Teams Meetings
- Casual employment shifts: use of smartphones – shifts that require filling are pushed out, in real time, and someone from distribution list can select the shift
- For Portering and other Support Teams - jobs are pushed to their work smartphones, and they accept it to start the job and end it to finish the job, and then pick up the next job, and off they go

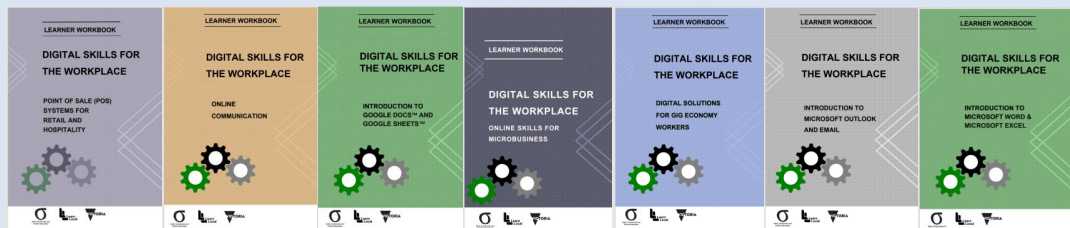
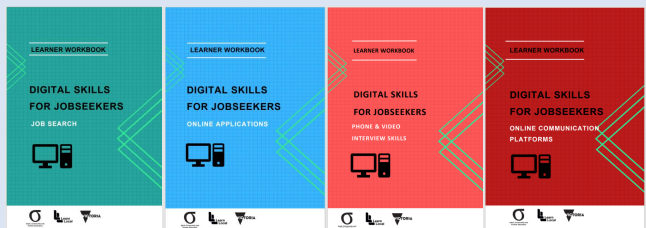


Digital Literacy Skills for Adults Program

The Digital Literacy Skills for Adults program is a suite of eleven resources totalling 140 delivery hours. The resources aim to develop digital skills, and confidence in using digital technology, in the workplace and for work related activities.

The resources have been divided into two components.



- Digital Skills for Jobseekers (DSfJ)
- Digital Skills for the Workplace (DSftW)



LEARNER WORKBOOK

**DIGITAL SKILLS
FOR JOBSEEKERS**



JOB SEARCH

LEARNER WORKBOOK

**DIGITAL SKILLS
FOR JOBSEEKERS**



ONLINE APPLICATIONS

LEARNER WORKBOOK

**DIGITAL SKILLS
FOR JOBSEEKERS**



PHONE & VIDEO
INTERVIEW SKILLS

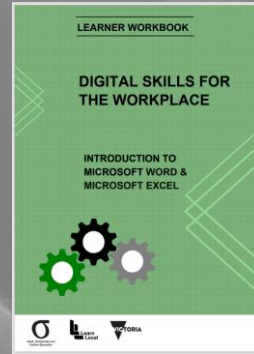
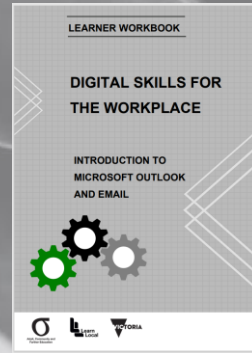
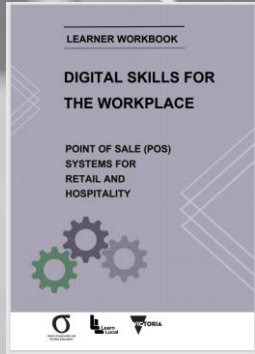



LEARNER WORKBOOK

**DIGITAL SKILLS
FOR JOBSEEKERS**

ONLINE COMMUNICATION
PLATFORMS





The Digital Literacy Skills for Adults project was developed with the following objectives in mind:

- To improve access for learners to high-quality programs that help them prepare for the varying digital literacy demands of the workplace.
- To provide a suite of resources for learners who need to build confidence and skills for participation in work, and for vulnerable workers who need upskilling or reskilling.
- To provide Learn Local organisations with current, relevant and engaging resources.

Programs and supports

Career Transition Assistance

A Workforce Australia Program



Be Connected

Every Australian online.

Reading Writing **Hotline**
1300 6 555 06



Employability Skills Training

A Workforce Australia Program



[Explore training options](#)

Ways to learn new skills or earn a qualification for the job you want to do.

Skills for Education and Employment

- ✓ Training in language, literacy, digital literacy, and numeracy - addressing skill gaps that limit employment options and prevent connection with meaningful work
- ✓ Participants can focus solely on foundation skills, or do VET courses, such as Warehousing, with the skills they need, e.g. digital literacy embedded
- ✓ Benefits include greater confidence and communication, fuller social and economic participation, and more sustained workforce connection
- ✓ Digital skill training is a less confronting stepping stone for those with literacy barriers anxious about learning
- ✓ 8 out of 10 SEE participants improve their confidence and 6 out of 10 report education or employment outcomes

Mark's story

- ❑ Mature age former security worker, seeking greater job satisfaction, but lack of digital literacy limited his choices
- ❑ Developed his digital skills with SEE, leading to his trainer suggesting a Certificate III in Individual Support
- ❑ After 14 weeks of training - along with additional general support and computer skills development through SEE, Mark became qualified and was engaged as a support worker caring for clients with disability







Australian Government

Workforce
Australia



See you at our next
webinar!

Jobs Showcase

Jobs Showcase



13th December: Building
Resilience



10th January: Self-Employment



Available On-Demand

Retail, Contact Centre's, Care and Support, Hospitality
and Tourism

[Jobs Showcase](https://www.dewr.gov.au/jobs-hub/jobs-showcase)

<https://www.dewr.gov.au/jobs-hub/jobs-showcase>

Thank you!

Contact and feedback

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