Annexure 2

# Digital Capabilities: International and Domestic Frameworks

Jurisdictions and institutions around the world are adapting to the digitisation of daily life, working to ensure government frameworks address the new skills that citizens need to fully participate in society. There is an array of work in Australia, the UK, Canada and New Zealand that articulates what it means to be a digitally capable individual.

The ADIA has reviewed a range of frameworks and the capabilities they include, and assembled the table below. This work could be leveraged in developing an Australian Digital Capabilities Framework.

The international and domestic frameworks reviewed include:

* UK Department of Education (UK) - [*Essential Digital Skills Framework*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738922/Essential_digital_skills_framework.pdf)
* New Zealand (NZ) - [*Digital Inclusion Outcomes Framework*](https://www.digital.govt.nz/digital-government/digital-transformation/digital-inclusion/digital-inclusion-outcomes-framework/)
* [*DQ Institute Framework*](https://www.dqinstitute.org/dq-framework/)(DQ)
* Commissioned by the Government of Canada (CA) - [*Defining Essential Digital Skills in the Canadian Workplace: Final Report*](http://en.copian.ca/library/research/digi_es_can_workplace/digi_es_can_workplace.pdf)
* University of Tasmania (UTAS) - [*Digital Capabilities Framework: The future is digital*](https://www.utas.edu.au/__data/assets/pdf_file/0008/1260296/Digital-Capabilities-Framework_draft-v2.pdf) report
* Department of Employment, Skills, Small and Family Business - Foundation Skills for Your Future: [Digital Literacy Skills Framework](https://docs.employment.gov.au/system/files/doc/other/digital_literacy_skills_framework_accessible.pdf) (DLSF)
* QUT for the Queensland Department of Housing and Public Works (QUT) - [*Measuring and Evaluating Digital Ability for Digital Inclusion in Queensland*](https://eprints.qut.edu.au/131795/1/QG%20Assessment%20Tools%20Report%20v21-2018_12_05.pdf)
* University of Twente, the London School of Economics and Oxford University - [International Skills Scale](http://eprints.lse.ac.uk/64485/1/__lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Helsper%2C%20E_Development%20and%20validation_Helsper_Development%20and%20validation_2015.pdf)

Below is a compilation of digital skills to be considered for an Australian Digital Capabilities Framework, organised into the following categories:

* Foundational Skills
* Communication and Social Skills
* Information Handling Skills
* Transactional Skills
* Problem Solving Skills
* Navigating the Internet Safely Skills

# Australian Digital Capabilities Framework

| **Item #** | **Item** | **Source** |
| --- | --- | --- |
| Foundational Skills |
| 1 | Able to turn on and log in to a device | UKCADLSF |
| 2 | Able to use the controls of a device (keyboard, mouse, touchscreen or accessible equivalents) | UKDLSFUTAS |
| 3 | Able to make use of accessibility tools to make a device easier to use (eg, changing display brightness) | UKUTAS |
| 4 | Able to interact with the home screen of a device | UKCA |
| 5 | Able to safely and securely connect a device to the internet | UKCADLSF |
| 6 | Able to open a web browser to find and use websites | UKCA |
| 7 | Understand that account information such as usernames and passwords need to be kept safely | UKCADLSF |
| 8 | Able to create and update passwords when prompted to do so | UKQUTCADLSF |
| 9 | Able to install and update software on a device | CADLSF |
| Communication and Social Skills |
| 10 | Understand the need to communicate safely online | UKDLSFUTAS |
| 11 | Able to set up and use an email account | UKDLSF |
| 12 | Able to communicate using messaging apps | UKDLSFUTAS |
| 13 | Able to use word processing programs to create documents | UKCADLSFUTAS |
| 14 | Able to use internet-based software to create documents | CADLSF |
| 15 | Able to share documents by creating attachments to emails | UKDLSFUTAS |
| 16 | Able to communicate using video tools | UKQUTDLSF |
| 17 | Able to post content such as messages, photos and videos to social media platforms | UKQUTDLSF |
| 18 | Able to use social media for organisation and promotion | QUTDLSF |
| 19 | Able to use a mobile phone to make voice calls | QUTDLSF |
| 20 | Able to use a digital camera to take photos | QUTDLSFUTAS |
| 21 | Able to use an internet connected TV to watch programs | QUTDLSF |
| 22 | Able to use a mobile phone or tablet to access email | QUTDLSF |
| 23 | Able to use a device to play games socially online | QUT |
| 24 | Able to use a device to create and edit photos | QUTDLSFUTAS |
| 25 | Able to demonstrate ethical and considerate behaviour and netiquette when using devices across different audiences | DQCADLSFUTAS |
| 26 | Able to develop and manage personal and professional relationships online | DQDLSFUTAS |
| 27 | Able to manage ‘digital footprint’ in a manner that contributes to a positive personal/professional reputation | DQCADLSFUTAS |
| 28 | Able to use voice to text/text to voice applications | DLSF |
| 29 | Able to locate phone number in own contacts list | DLSF |
| 30 | Able to connect to free wifi | DLSF |
| Information Handling Skills |
| 31 | Understand that not all content online is accurate and reliable | UKDLSFUTAS |
| 32 | Able to evaluate whether or not content is reliable | UKCAUTAS |
| 33 | Able to use search engines to find information | UKCADLSF |
| 34 | Able to use tools such as bookmarks and favourites to save important information on a web browser | UKDLSFUTAS |
| 35 | Able to access content such as calendars across multiple devices | UKCADLSF |
| 36 | Understand that the cloud is a way of storing information in a remote location | UKDLSF |
| 37 | Able to organise and store information on a device or the cloud using folders | UKCADLSF |
| 38 | Able to use the internet to legally access entertainment content | UKCADLSF |
| 39 | Understand the importance of and able to create backups of devices and key documents | CADLSF |
| 40 | Able to comply with an employer’s digital policy | CADLSF |
| 41 | Able to take notes on a device/tablet | DLSF |
| Transactional Skills |
| 42 | Able to set up an account online for buying goods or services | UKDLSF |
| 43 | Able to access and use public services online including filling out forms | UKQUTDLSF |
| 44 | Able to use different forms of payment systems online such as credit/debit cards, bank transfers, epayment tools to complete transactions | UKDLSF |
| 45 | Able to upload documents and photos when required to do so to complete an online form | UKDLSF |
| 46 | Able to use online banking applications | UKDLSF |
| 47 | Able to top up public transport payment card | DLSF |
| Problem Solving Skills |
| 48 | Able to solve problems by finding relevant information online | UKCADLSF |
| 49 | Able to use the internet to find a range of sources of help for different activities | UKDLSF |
| 50 | Able to use chat tools (where available) on websites | UKDLSF |
| 51 | Able to use online tutorials and advice forums to solve problems and improve skills | UKDLSF |
| 52 | Able to solve simple tech problems | QUTDLSFUTAS |
| 53 | Able to use the help function available in software | QUTDLSF |
| 54 | Able to use GPS functionality to navigate | DLSF |
| Navigating the Internet Safely Skills |
| 55 | Understand the risks and threats involved in carrying out activities online and the importance of working securely | UKDQDLSF |
| 56 | Understand the risks of storing data online | QUTDLSF |
| 57 | Understand that virus can infect and damage computers and that this can be mitigated through the use of security software | UKQUTDQDLSF |
| 58 | Able to use anti-virus software to help protect devices from cyber threats | CADLSF |
| 59 | Understand that activities online are tracked and permanently recorded and that records of these activities could be accessed by others now and in the future | UKDLSF |
| 60 | Understand that others can capture and use personal data and that this can be mitigated through the use of privacy settings | UKQUTDLSF |
| 61 | Understand that it could be illegal to share other people’s data without their permission | UKDLSF |
| 62 | Able to respond to requests to authenticate online accounts | UKDLSF |
| 63 | Understand the need to keep passwords secure by using multiple passwords for different accounts | UKDQCADLSF |
| 64 | Able to use privacy settings on social media and other accounts | UKDQDLSF |
| 65 | Able to identify secure websites by looking for the padlock symbol in a web browser window | UKDLSF |
| 66 | Able to recognise suspicious links in emails and in popup windows and understand that clicking on these links could infect devices with malicious software | UKCACADLSF |
| 67 | Understand why it is important to keep devices and security software up to date and able to do so when prompted | UKDLSF |
| 68 | Understand that it may be illegal to reuse content that belongs to others without their permission | UKDQDLSFUTAS |
| 69 | Understand the need to backup devices regularly either by making a physical copy of the device or storing the backup on the cloud | UKCADLSF |
| 70 | Able to develop appropriate communicative, technical and decision-making skills to address behavioural cyber incidents as they occur | DQDLSF |
| 71 | Able to use conflict management techniques to mitigate the risk of cyber incidents such as by avoiding confrontation with individuals or groups or reporting incidents to platform administrators | DQCADLSF |
| 72 | Able to evaluate and identify weaknesses in networks that leave devices vulnerable to cyber threats | DQDLSF |
| 73 | Delete sensitive digital content | CADLSF |