Digital Literacy in Vocational Education

Accellier Webinar – November 2025

Presented by Kerri Buttery

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Kerri Buttery

Presenter

Kerri Buttery, the founder of VETNexus and Digital Literacy Licence, has worked in the Australian education sector for over 25 years. With a background as a Business and Technology teacher in Queensland schools, Kerri is passionate about the use of technology in education and how this can be used to engage learners and streamline the role of the educator. With post-graduate university degrees in information technology and eLearning, Kerri has been positioned as an early adopter of artificial intelligence in education. Kerri has presented at numerous conferences on the topic of generative AI and written courses specifically for teachers on how to make use of this technology in the classroom and beyond.

Kerri was named on The Educator's Top 50 Hot List in 2023 and achieved the Consumer Strength Champion Highly Commended award from Women in Technology. In 2024, Kerri and her team were recognised with two LearnX Diamond Awards for Best eLearning Project – Digital Literacy Licence, and Best Compliance Team – VETNexus. They were also Queensland State Finalists for two categories in the 2025 Telstra Best in Business Awards.

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What method does your RTO currently use to review digital literacy before enrolment? (Choose the main method)

4

Compliance vs Reality Gap

For consideration…

How do you determine digital literacy in the context of the training product?

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Digital Skills vs Digital Literacy

Digital Skills

- Can use specific software
- Knows particular functions
- Follows step-by-step instructions
- Technical competence

Digital Literacy

- Critical evaluation of information
- Adaptive problem-solving
- Digital citizenship and ethics
- Creative and collaborative use of technology

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Digital Skills vs Digital Literacy

What is the difference?

Digital Skills
Focus on what and how

Steps to save a document

Steps to insert an image into a PowerPoint

VS

Digital Literacy
Focus on why, when, what for

Designing a file structure and naming convention

Choosing an appropriate image, Checking copyright or reference, Adding ALT-Text

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Digital Literacy

Defined.

Source: UNESCO
Accessed August 2025

Digital **literacy** involves the confident and critical use of a full range of digital technologies for information, communication and basic problem-solving in all aspects of life.

It is **underpinned** by basic **skills** in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

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Digital Skills vs Digital Literacy

Focal Point

- There is always a focus on digital skills
- There is a lack of attention on digital literacy
- The terms are incorrectly used interchangeably

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2025 Standards for RTOs

Standard 2.2

Outcome Standard

1) VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

Performance Indicators

2) An NVR registered training organisation demonstrates:
   a) taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and **digital literacy**; and
   b) based upon the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.

Source: National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025

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2025 Standards for RTOs

The fine print…

- Procedures to review the digital literacy of students prior to enrolment
- Determine suitability for the training product they wish to undertake
- Understand digital literacy requirements specific to each training product

Source: National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025

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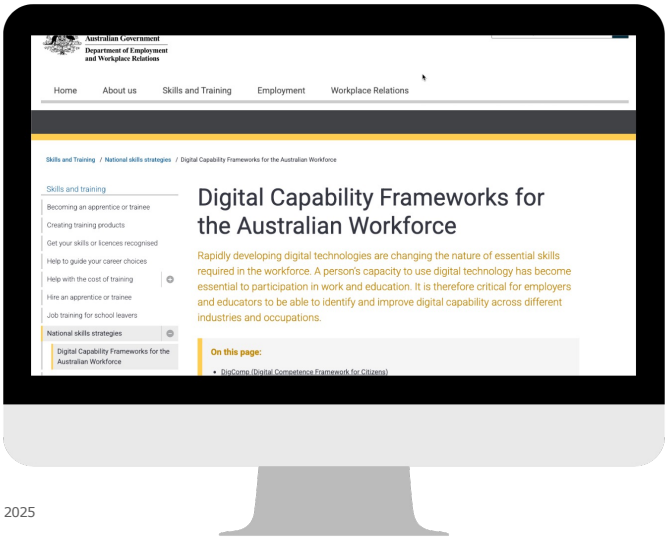
DEWR Recognised Frameworks

DigComp + SFIA

- Digital Competence Framework for Citizens (DigComp 2.2)
- European Commission
- Currently under updates – late 2025 release



Source: Digital Capability Frameworks for the Australian Workforce, DEWR, February 2025

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DigComp 2.2

Overview

- Dimension 1: Five competence areas (pictured)
- Dimension 2: 21 x Competences
- Dimension 3: 8 x Proficiency Levels
- Dimension 4: Skills & Attitudes
- Dimension 5: Use Cases

Source: European Commission DigComp Framework, Accessed August 2025

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DigComp 2.2

21 x competences

Information and data literacy	1.1. Browsing, searching and filtering data, information and digital content 1.2. Evaluating data, information and digital content 1.3. Managing data, information and digital content
Communication and collaboration	2.1. Interacting through digital technologies 2.2. Sharing information and content through digital technologies 2.3. Engaging in citizenship through digital technologies 2.4. Collaborating through digital technologies 2.5. Netiquette 2.6. Managing digital identity
Digital content creation	3.1. Developing digital content 3.2. Integrating and re-elaborating digital content 3.3. Copyright and licences 3.4. Programming
Safety	4.1. Protecting devices 4.2. Protecting personal data and privacy 4.3. Protecting health and well-being 4.4. Protecting the environment
Problem solving	5.1. Solving technical problems 5.2. Identifying needs and technological responses 5.3. Creatively using digital technologies 5.4. Identifying digital competence gaps

Source: DigComp 2.2, Accessed August 2025

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DigComp 2.2

8 x Proficiency Levels

Communication & Collaboration Area

FOUNDATION	1	At basic level and with guidance, I can:	• **select simple** digital technologies to interact, and • **identify** appropriate **simple** communication means for a given context.
	2	At basic level and with autonomy and appropriate guidance where needed, I can:	• **select simple** digital technologies to interact, and • **identify** appropriate **simple** communication means for a given context.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	• **perform well-defined and routine** interactions with digital technologies, and • **select well-defined and routine** appropriate digital communication means for a given context.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	• **select** a variety of digital technologies to interact, and • **select** a variety of appropriate digital communication means for a given context.
ADVANCED	5	As well as guiding others, I can:	• **use** a variety of digital technologies in order to interact, • **show** others **the most appropriate** digital communication means for a given context
	6	At advanced level, according to my own needs and those of others, and in complex contexts, I can:	• **adapt** a variety of digital technologies for **the most appropriate** interaction, and • **adapt the most appropriate** communication means for a given context.
HIGHLY SPECIALISED	7	At highly specialised level, I can:	• **create solutions to complex problems with limited definition** that are related to interacting through digital technologies and digital communication means. • **integrate** my knowledge **to contribute to professional practices and knowledge and to guide others** in the interaction through digital technologies.
	8	At the most advanced and specialised level, I can:	• **create solutions to solve complex problems with many interacting factors** that are related to interacting through digital technologies and digital communication means • **propose new** ideas and processes to the field.

Source: DigComp 2.2, Accessed August 2025

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Decoding Your Training Product

Digital Literacy Licence.

One unit at a time

- **Performance Evidence:** "Demonstrates," "applies," "evaluates"
- **Knowledge Evidence:** Information handling, communication requirements
- **Foundation Skills:** Technology skills, workplace communication
- **Assessment Conditions:** Technology specifications, collaboration needs
- **Hidden Requirements:** Words like "research," "present," "document," "communicate"

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What else could influence the digital literacy requirements of a unit and its delivery?

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Beyond the Unit

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Other factors

- Delivery mode influences
- Assessment method requirements
- Industry requirements
- Cohort characteristics
- Organisational infrastructure
- Industry consultation

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Our Example Unit

CHCCOM005 Communicate and work in health or community services

This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers.

This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.

Source: CHCCOM005 Communicate and work in health or community services, TGA

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Systematic Unit Analysis Process

Step 1

- **Read** through each element and performance criteria
- **Highlight** action words: "demonstrate," "complete," "communicate," "document"
- **Identify** context clues: "electronic," "digital media," "workplace systems"
- **Look** for hidden requirements: What technology is assumed?
- **Consider** assessment implications: How will students prove this?

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Extract Digital Actions

Step 2

Unit Component	Digital Action
PC2.3: Use industry terminology correctly in verbal, written and digital communications	
PC5.3: Complete written and electronic workplace documents to organisation standards	
Performance Evidence: Completed 2 written or electronic workplace documents to organisation standards	

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Extract Digital Actions

Step 2

Unit Component	Digital Action
PC2.3: Use industry terminology correctly in verbal, written and digital communications	Professional communication across digital platforms
PC5.3: Complete written and electronic workplace documents to organisation standards	Create, format, save digital documents
Performance Evidence: Completed 2 written or electronic workplace documents to organisation standards	Document creation + file management + submission

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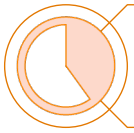
Map to DigComp Framework

Digital Literacy Licence.

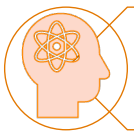
Step 3

For each digital action, ask:



Which of the 5 competence areas does this fall into?

What level of independence is required?



Is this a basic use or a strategic application?

Example:
Create professional digital documents

- **Area:** Digital content creation (3.1)
- **Level:** 4 (Independent, strategic use with formatting requirements)

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Consider Delivery Context

Digital Literacy Licence.

Step 4

How are students submitting work?	LMS uploads	Email	Cloud sharing
What platforms must they navigate?	Canvas	Teams	Specific software
What file formats are required?	PDF	Video	Specific templates
Any collaborative elements?	Group work	Peer review	Shared documents

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Determine Minimum Proficiency

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Step 5

For each area, identify the highest level required:

- Look across all requirements in that competence area
- Consider the most complex task students must perform
- Factor in independence expectations
- Set the minimum at the level needed for success

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Common Mistakes

Digital Literacy Licence.

What we often miss…

- Focusing only on obvious "computer" tasks
- Assuming basic skills = workplace readiness
- Ignoring assessment submission requirements
- Not considering collaboration needs
- Underestimating file management complexity

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Quick Reference

Digital Literacy Licence.

Your analysis checklist

- ✓ Read every component of the unit for digital clues
- ✓ Consider how students will demonstrate competence
- ✓ Factor in your delivery and assessment methods
- ✓ Map each digital action to DigComp competence areas
- ✓ Set minimum proficiency for successful participation

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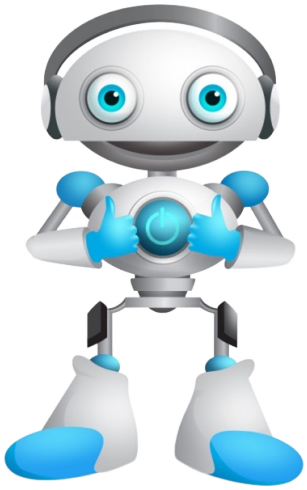
Your AI Assistant

Digital Literacy Licence.

Ask AI to help!



- Upload the DigComp 2.2 framework
- Upload your unit of competency
- Go through each step prompting the same questions
- Chunk it down

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But it’s too hard!

- **$25 billion economic opportunity** is waiting if we fix digital skills gaps[1]
- **Half our Year 10s** aren't digitally proficient[1]
- **Students overestimate readiness** including digital preparedness[2]

1. ACS Digital Pulse Findings
2. ACER Vocational Skills Assessment

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But it’s too hard!

We need to get this right

- Every industry is being transformed by artificial intelligence
- Students need critical thinking, not just clicking skills
- Digital literacy = the human skills AI can't replace
- **We're preparing students for jobs that don't exist yet**

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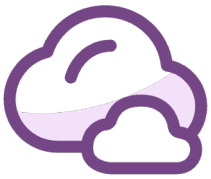

What is your top take-away from this session?

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References

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Sources and acknowledgements

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- ***Gemini 2.5 Pro was used to assist in the analysis of the unit of competency against the DigComp 2.2 framework***
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