Unit code	BSBXXX110
Unit title	Develop Intermediate Digital Content Creation Skills
Unit outcomes	This unit describes the skills and knowledge required to create, modify and manage digital content in workplace contexts. Learners develop intermediate capability across four competence (C) areas: C1. Developing digital content C2. Integrating and re-elaborating digital content C3. Copyright and licences C4. Computational thinking and programming. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Knowledge (K)	Required knowledge includes: K1. Analyse the benefits, limitations and ethical considerations in the use of digital technologies for content creation. K2. Evaluate strategies that support efficient digital content creation, such as templates or appropriate sequencing of tasks. K3. Identify structure, format and audience requirements of digital content integration or re-elaboration tasks. K4. Describe ways to acknowledge re-used digital content. K5. Describe ethical and transparent practices when using Artificial Intelligence (AI) systems, particularly generative AI, in digital content integration and elaboration. K6. Analyse intellectual property concepts in digital contexts. K7. Distinguish between copyright, trademark, design and patent in digital contexts. K8. Identify common licence types and purposes in digital contexts. K9. Identify examples of plagiarism in digital contexts, and where copyright applies. K10. Describe legal, ethical and commercial consequences of intellectual property violations. K11. Analyse the concept of algorithm with examples from computational thinking or programming contexts. K12. Define general steps in computational thinking and foundational programming concepts. K13. Evaluate the variety of programming languages and their range of potential workplace applications.

	K14. Recognise machine learning as a branch of AI that enables algorithms to learn from data and make predictions and describe examples of machine learning and AI system applications across sectors. K15. Recognise steps to develop, validate and deploy a computer program or an AI system.
Skills (S)	Required skills include: S1. Create and edit digital content across multiple formats using a range of digital content creation tools. S2. Assess audience needs, including inclusivity and accessibility requirements, and apply appropriate adjustments. S3. Adjust, integrate or transform digital content to meet format, structure and audience requirements. S4. Modify or transform digital textual, numeric or visual representations to accurately convey meaning. S5. Use digital technologies selectively, ethically and transparently when enhancing or integrating existing digital content. S6. Apply legal and ethical guidelines appropriately when using, re-using and sharing digital content. S7. Translate basic information into logical operations when undertaking fundamental programming tasks. S8. Develop basic programs with control structures. S9. Create visual representations to illustrate basic algorithms.
Application of Knowledge & Skills	At the Intermediate level, learners apply knowledge (K1-K15) and skills (S1-S9) with some autonomy across all competence areas (C1-C4) with the following characteristics: • Autonomy: With some autonomy under limited supervision, making informed decisions about content creation approaches and tools within established workplace frameworks and procedures. • Accountability: Accountable for quality and effectiveness of their own digital content creation work and for supporting others with routine content creation tasks. • Responsibility: Responsible for selecting appropriate content creation tools and strategies to achieve workplace outcomes within defined parameters.

	• Context: Varied workplace content creation tasks of moderate complexity, adapting approaches to different contexts while working within organisational guidelines. • Decision-Making: Make informed decisions about content formats, accessibility requirements and ethical AI use; seek guidance when facing unfamiliar situations, ethical considerations, or requirements beyond established procedures.
Assessment Requirements	
Performance evidence	Learners must demonstrate ability to: PE1. create and edit digital content using a range of tools across multiple formats, including assessing and addressing audience and accessibility needs PE2. modify, integrate and transform existing digital content to meet specific format, structure and audience requirements, using AI systems ethically and transparently PE3. apply copyright, licensing and intellectual property principles when using and sharing digital content in workplace contexts PE4. use computational thinking approaches independently to develop basic programs, create visual representations of algorithms, and translate information into logical operations. Performance evidence must be demonstrated across at least two different workplace scenarios.
Knowledge evidence	Learners must demonstrate knowledge of: • KE1. digital technologies and AI systems used for content creation across multiple workplace contexts, including benefits, limitations and ethical considerations • KE2. strategies for efficient content creation • KE3. structure, format and audience requirements for content integration and re-elaboration • KE4. ethical practices for using AI systems and acknowledging re-used digital content • KE5. intellectual property concepts including copyright, trademark, design, patent, licensing types, piracy and plagiarism • KE6. computational thinking concepts • KE7. steps for developing, validating and deploying computer programs or AI systems. • KE8. ethical and accessibility considerations in programming contexts. Knowledge evidence must be demonstrated across at least two different workplace scenarios.

Assessment conditions	Assessment must be conducted in a workplace or simulated environment that accurately represents workplace practices, including access to: • a range of digital content creation tools and platforms for multiple content formats • opportunities to create, modify and integrate content across different workplace contexts • scenarios requiring assessment of accessibility and inclusive content creation • organisational procedures relating to copyright, licensing and ethical content use • basic programming tools or visual programming environments • examples of AI systems and machine learning applications • assistive technologies, where required, to support diverse learner needs. Assessors must satisfy the requirements for assessors under applicable VET legislation, frameworks and standards.
Unit Mapping Information	No equivalent unit.
Links	Link to BSB TP Companion Volume Implementation Guide.