

Unit code	BSBXXX116
Unit title	Develop Intermediate Digital Skills in the Workplace
Unit outcomes	<p>This unit describes the skills and knowledge required to apply digital capabilities across multiple competence areas in workplace contexts.</p> <p>Learners develop integrated workplace capability across five competence (C) areas:</p> <p>C1. Information search, evaluation and management</p> <p>C2. Communication and collaboration</p> <p>C3. Digital content creation</p> <p>C4. Safety, wellbeing and responsible use</p> <p>C5. Problem identification and solving.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Knowledge (K)	<p>Required knowledge includes:</p> <p>K1. Evaluate strategies that improve the relevance of digital search results and distinguish between more and less relevant outputs.</p> <p>K2. Describe potential consequences of misinformation and disinformation in digital environments.</p> <p>K3. Analyse how Artificial Intelligence (AI) systems can produce inaccurate or biased outputs despite appearing plausible.</p> <p>K4. Describe how digital files and folders are named, organised and stored across devices, external storage and cloud services.</p> <p>K5. Describe features and functions of digital communication tools and identify appropriate use contexts.</p> <p>K6. Describe ethical responsibilities for sharing information and content in digital environments.</p> <p>K7. Analyse digital participation as active organisational engagement and key rights and responsibilities under digital laws and regulations.</p> <p>K8. Evaluate features and functions of digital collaboration tools, including AI-enabled functionalities, and examples of ethical human-AI collaboration.</p> <p>K9. Describe benefits, limitations and ethical considerations of using digital technologies for content creation.</p> <p>K10. Identify structure, format and audience requirements for digital content integration or re-elaboration tasks.</p> <p>K11. Define intellectual property and distinguish between copyright, trademark, design and patent in digital contexts.</p> <p>K12. Analyse the concept of algorithms with examples from computational thinking or programming contexts.</p>

	<p>K13. Analyse key features of how AI systems may be used for both cyber attacks and cyber security.</p> <p>K14. Analyse key concepts of data protection and privacy legislation, including anonymisation, pseudonymisation, data removal rights and data breach.</p> <p>K15. Evaluate reliable information sources and inclusive groups that support wellbeing.</p> <p>K16. Describe impacts of harmful content and behaviour on wellbeing.</p> <p>K17. Analyse environmental impacts of digital technologies during manufacturing, use and disposal.</p> <p>K18. Analyse human-centric design and its role in digital technology development and use.</p> <p>K19. Describe strengths, weaknesses and ethical considerations of digital technologies in relation to human creativity and problem-solving.</p>
<p>Skills (S)</p>	<p>Required skills include:</p> <p>S1. Select appropriate digital search tools and translate information needs into effective digital search queries.</p> <p>S2. Apply strategies to identify and discard unreliable sources and content.</p> <p>S3. Apply naming conventions and folder hierarchies, and manage files across devices, external storage and cloud services.</p> <p>S4. Select communication tools suited to varied contexts and use multiple features to interact with individuals and groups.</p> <p>S5. Assess risks, benefits and ethical considerations of sharing information, and report misinformation and disinformation.</p> <p>S6. Select collaboration tools aligned to goals, create and manage simple collaborative tasks, and contribute effectively.</p> <p>S7. Create and edit digital content across multiple formats using a range of tools.</p> <p>S8. Assess inclusivity and accessibility requirements and edit content to meet audience needs.</p> <p>S9. Interact with AI systems purposefully and ethically to support content creation.</p> <p>S10. Apply legal and ethical guidelines when using and sharing digital content.</p> <p>S11. Apply prevention techniques to protect devices and data.</p> <p>S12. Manage personal data and privacy across digital environments using appropriate tools.</p> <p>S13. Analyse and adapt personal digital usage patterns to support wellbeing.</p> <p>S14. Implement strategies to respond to harmful behaviour and content.</p>

	<p>S15. Troubleshoot technical problems using a range of human-assisted and technology-assisted strategies.</p> <p>S16. Adjust digital environment features to meet personal and others' needs and make informed use of digital assistance tools.</p>
<p>Application of Knowledge & Skills</p>	<p>At the Intermediate level, learners apply knowledge (K1-K19) and skills (S1-S16) with some autonomy across all competence areas (C1-C5) with the following characteristics:</p> <ul style="list-style-type: none"> • Autonomy: With some autonomy under limited supervision, making informed decisions about digital approaches and tools within established workplace frameworks and procedures. • Accountability: Accountable for quality and effectiveness of their own integrated digital work and for supporting others with routine digital tasks. • Responsibility: Responsible for selecting appropriate digital tools and strategies across multiple competence areas to achieve workplace outcomes within defined parameters. • Context: Varied workplace digital tasks of moderate complexity, adapting approaches to different contexts while working within organisational guidelines. • Decision-Making: Make informed decisions about tool selection, information management, communication approaches, content creation and safety practices; seek guidance when facing unfamiliar situations, ethical considerations, or requirements beyond established procedures.
<p>Assessment Requirements</p>	
<p>Performance evidence (PE)</p>	<p>Learners must demonstrate ability to:</p> <p>PE1. conduct targeted information searches, critically evaluate sources and organise digital information</p> <p>PE2. coordinate and contribute to digital communication and collaboration, share information ethically, assess risks and report misinformation</p> <p>PE3. create and edit accessible digital content across formats, interact ethically with AI systems, and apply intellectual property principles</p> <p>PE4. implement security threat prevention and privacy management</p> <p>PE5. adapt digital usage to support wellbeing, and respond to harmful behaviour and content</p> <p>PE6. troubleshoot technical problems, adjust digital environments and make informed use of digital assistance tools.</p> <p>Performance evidence must be demonstrated across at least two different workplace scenarios.</p>

Knowledge evidence (KE)	<p>Learners must demonstrate knowledge of:</p> <p>KE1. effective search strategies, source evaluation methods, AI system limitations, and file organisation principles</p> <p>KE2. communication and collaboration tools, ethical information sharing and corporate responsibility concepts</p> <p>KE3. AI use in content creation, accessibility requirements, intellectual property and computational thinking fundamentals</p> <p>KE4. cyber security and privacy concepts, wellbeing and environmental impacts of digital technologies</p> <p>KE5. human-centric design and ethical considerations of digital technologies in creativity and problem-solving.</p> <p>Knowledge evidence must be demonstrated across at least two different workplace scenarios.</p>
Assessment conditions	<p>Assessment must be conducted in a workplace or simulated environment that reflects real workplace conditions, including access to:</p> <ul style="list-style-type: none"> • digital devices, platforms and systems for information management, communication, content creation, security, and problem-solving • search tools, collaboration platforms, content creation applications, and data management systems • scenarios requiring integrated digital capabilities across competence areas • workplace procedures addressing information evaluation, ethics, accessibility, copyright, security, and troubleshooting • organisational templates, guidelines and support resources for quality standards and professional practice • assistive technologies as required to support diverse learner needs. <p>Assessors must satisfy the requirements for assessors under applicable VET legislation, frameworks, and standards.</p>
Unit Mapping Information	<p>No equivalent unit.</p>
Links	<p>Link to BSB TP Companion Volume Implementation Guide.</p>