Unit code	BSBXXX118
Unit title	Develop Advanced Digital Content Creation Skills
Unit outcomes	This unit describes the skills and knowledge required to create, modify, integrate and manage digital content across diverse workplace contexts. Learners develop advanced 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 factors that influence selection of content creation tools and methods for workplace tasks. K2. Evaluate principles of accessibility and usability in advanced digital content creation. K3. Describe a range of methods used for complex digital content integration and re-elaboration. K4. Describe appropriate and inappropriate uses of Artificial Intelligence (AI) systems to enhance digital content integration or re-elaboration in complex tasks. K5. Describe key features of current legislation relating to digital copyright and licences and examples of its application and exclusions in digital contexts. K6. Identify differences in how ethical and copyright issues apply to AI training data and AI-generated content. K7. Define human-centric approaches and the role of human oversight in programming and AI systems. K8. Describe the main steps in developing, validating and deploying computer programmes or AI systems. K9. Distinguish between main types of machine learning and identify features and purposes of commonly used machine learning algorithms. K10. Describe the role of user experience and customer experience in programming. K11. Identify routine tasks which can be partially or fully automated using programming tools or AI systems.
Skills (S)	Required skills include: S1. Select and combine digital content creation tools and methods to meet complex content and audience requirements.

	S2. Create and edit complex or specialised digital content tailored to defined goals and audiences. S3. Support others to develop digital content creation capability using ethical and responsible approaches. S4. Adjust and integrate diverse digital content to meet complex format, structure and audience requirements. S5. Apply digital technologies selectively, ethically and transparently to achieve integration or re-elaboration. S6. Support others to develop capability in digital content integration and re-elaboration. S7. Assess and apply legal and ethical guidelines for using and sharing digital content in complex contexts. S8. Assist others to use and share digital content in compliance with legal and ethical guidelines. S9. Assess ethical and practical considerations in the development and deployment of computer programmes and AI systems. S10. Apply computational thinking, programming knowledge and AI systems to automate routine tasks. S11. Use programming tools or AI systems to address computational problems.
Application of Knowledge & Skills	At the Advanced level, learners apply knowledge (K1-K11) and skills (S1-S11) across all competence areas (C1-C4) with the following characteristics: • Autonomy: With significant autonomy and initiative, making strategic decisions and judgements based on analysis of content creation requirements and organisational objectives. • Accountability: Accountable for outcomes of their own and others' work, quality of digital content solutions, and effectiveness of content strategies implemented. • Responsibility: Responsible for guiding and supporting others, evaluating content creation approaches, and contributing to organisational digital content capability development. • Context: Complex workplace content creation tasks requiring analysis, evaluation and strategic application across diverse organisational contexts, including situations with multiple variables and stakeholder considerations. • Decision-Making: Make strategic decisions about content creation tools and integration approaches; evaluate effectiveness of content strategies; identify when specialist expertise or organisational policy development is required.
Assessment Requirements	

Performance evidence (PE)	Learners must demonstrate ability to: PE1. select and combine content creation tools and methods to produce accessible complex or specialised digital content PE2. integrate and adapt diverse digital content to meet complex format, structure and audience requirements PE3. use AI systems ethically and transparently in content creation and integration tasks PE4. assess and apply comprehensive copyright, licensing and intellectual property guidelines in complex content creation contexts PE5. apply computational thinking and programming approaches to automate routine tasks PE6. systematically evaluate advanced digital content against defined quality, accessibility and usability criteria PE7. refine and optimise digital content based on evaluation findings and stakeholder feedback PE8. support others to develop capability in digital content creation, integration and computational thinking. Performance evidence must be demonstrated across at least two different workplace scenarios.
Knowledge evidence (KE)	Learners must demonstrate knowledge of: KE1. factors influencing selection of content creation tools and principles of accessibility and usability KE2. methods for complex digital content integration and re-elaboration KE3. appropriate and inappropriate uses of AI systems in content integration KE4. current digital copyright and licensing legislation, including application and exclusions KE5. ethical and copyright issues relating to AI training data and AI-generated content KE6. human-centric approaches and human oversight in programming and AI systems KE7. steps involved in developing, validating and deploying computer programmes or AI systems KE8. types of machine learning and features of commonly used algorithms KE9. identification of tasks suitable for automation using programming tools or AI systems. Knowledge evidence must be demonstrated across at least two different workplace scenarios.

Assessment conditions	Assessment must occur in conditions that reflect real or simulated workplace environments, including access to: • professional digital content creation tools suitable for complex content development • scenarios requiring strategic content planning, integration and adaptation • opportunities to create specialised content across multiple formats and platforms • programming tools or environments for automation and basic programme development • resources for validating accessibility, copyright compliance and ethical AI use • opportunities to support and guide others in developing digital and computational capabilities • assistive technologies as 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.