

<b>Unit code</b>	BSBXXX133
<b>Unit title</b>	Develop Digital Communication and Collaboration Skills
<b>Unit outcomes</b>	<p>This unit describes a progressive pathway for developing digital communication and collaboration skills across four proficiency levels: Basic, Intermediate, Advanced and Highly Advanced.</p> <p>Learners may enter at a proficiency level aligned to existing capability and may exit upon successful completion of their target proficiency level without completing the entire progression. Recognition of Prior Learning and assessment-only pathways are supported.</p> <p>Learners develop progressive capability across six competence (C) areas:</p> <p>C1. Interacting through and with digital technologies</p> <p>C2. Sharing through digital technologies</p> <p>C3. Engaging in organisational digital participation through digital technologies</p> <p>C4. Collaborating through digital technologies</p> <p>C5. Digital behaviour</p> <p>C6. Managing digital identity.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication</p>
<b>Knowledge (K)</b>	<p>Basic level</p> <p>Required knowledge includes:</p> <p>K1. Types of digital communication including synchronous, asynchronous and non-digital modes, and basic features of communication tools including Artificial Intelligence (AI) systems, virtual assistants, chatbots and robots.</p> <p>K2. Differences between human-to-human and human-to-machine interactions, benefits and risks of information sharing, and appropriate channels for different purposes.</p> <p>K3. Workplace digital engagement opportunities, platform functions, user protections and relevant laws.</p> <p>K4. Benefits and limitations of collaboration tools, acceptable digital behaviour, and cultural variations in digital contexts.</p> <p>K5. Features of physical and digital identities, digital footprints, data persistence, and simple identity management measures.</p> <p>Intermediate level</p> <p>Required knowledge includes:</p> <p>K6. Features and functions of communication and collaboration tools including AI systems, and contexts where different communication modes are most effective.</p>

	<p>K7. Examples of human-robot interaction and responsibilities for ethical information sharing in workplace contexts.</p> <p>K8. Workplace digital participation concepts including organisational monitoring, e-Government, platform economy, legal rights and responsibilities, and how to exercise key rights.</p> <p>K9. Features of collaboration tools, AI system functionalities, and principles of ethical human-AI collaboration.</p> <p>K10. Relationships between digital behaviour, reputation and identity, including rights and responsibilities, and tools for managing digital identity.</p> <p>Advanced level Required knowledge includes:</p> <p>K11. Factors influencing effective digital communication and approaches for developing AI prompts.</p> <p>K12. Principles of ethical information sharing in professional environments.</p> <p>K13. High-risk and prohibited AI systems under legislation and their organisational and operational impacts.</p> <p>K14. Distinctions between ethical, legal and illegal behaviours in digital environments and types of abuse, affected groups, impacts and reporting mechanisms.</p> <p>K15. Relationship between digital technological developments and identity management, ways to exercise related rights, and AI system use in identity management.</p> <p>Highly Advanced level Required knowledge includes:</p> <p>K16. Emerging developments in communication technologies, collaborative tools, digital behaviour legislation, and identity management systems.</p> <p>K17. Frameworks and methodologies for designing communication strategies and collaborative approaches in varied workplace contexts.</p> <p>K18. Governance frameworks for ethical and proportionate use of AI in communication and collaboration.</p> <p>K19. Approaches for building capability in others across communication, collaboration, behaviour and identity management.</p> <p>K20. Legislative requirements relating to organisational digital engagement, behaviour and identity management.</p>
<b>Skills (S)</b>	<p>Basic Level Required skills include:</p> <p>S1. Use basic digital communication tools to interact with individuals and groups and share information appropriately in digital environments.</p> <p>S2. Participate in digital communities and collaborative groups using digital platforms, services and tools, seeking assistance as needed.</p>

	<p>S3. Apply appropriate tone and visual expression in digital environments and implement simple digital identity management measures.</p> <p>Intermediate level Required skills include:</p> <p>S4. Use appropriate communication tools for varied contexts, develop simple prompts for AI systems, and manage multiple communication channels.</p> <p>S5. Assess risks and ethics of information sharing, report misinformation and disinformation, and participate autonomously in digital platforms and collaborative tasks.</p> <p>S6. Apply respectful and inclusive digital behaviour and manage digital identities across platforms.</p> <p>Advanced level Required skills include:</p> <p>S7. Combine communication and collaboration tools for varied tasks, develop prompts for AI systems to support sophisticated interactions, and organise or moderate digital events.</p> <p>S8. Share information ethically, advise others on ethical sharing practices, and assess digital technologies for inclusion and ethical AI use.</p> <p>S9. Lead collaboration, manage challenging interactions, assess human-AI collaboration, and support others to develop capabilities.</p> <p>S10. Manage digital identity across environments and assist others with identity management.</p> <p>Highly Advanced level Required skills include:</p> <p>S11. Monitor and evaluate emerging developments in communication technologies, collaborative practices, digital behaviour and identity management, and assess tools for specialised tasks.</p> <p>S12. Design and lead communication and collaboration initiatives, explore sophisticated information sharing approaches, and lead improvements in digital communication and human-machine interaction.</p> <p>S13. Evaluate organisational and stakeholder impacts of digital technologies, assist others to understand digital legislation, and lead organisational engagement initiatives.</p> <p>S14. Design collaborative strategies and ecosystems, promote ethical and proportionate AI use, lead improvements in human-AI collaboration, and build capability in others.</p> <p>S15. Lead digital behaviour policy development, design governance frameworks, and advise on identity management and rights issues.</p>
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<p><b>Application of Knowledge &amp; Skills</b></p>	<p>Basic level Learners apply knowledge and skills under direct guidance and supervision, following clear instructions in straightforward routine tasks within familiar workplace contexts; accountable for completing assigned tasks accurately; escalate when encountering unfamiliar situations.</p> <p>Intermediate level Learners apply knowledge and skills with some autonomy under limited supervision, making informed decisions in varied tasks of moderate complexity; accountable for quality of their own work and supporting others with routine tasks; seek guidance when facing unfamiliar situations or ethical considerations.</p> <p>Advanced level Learners apply knowledge and skills with significant autonomy and initiative, making strategic decisions in tasks requiring analysis across diverse contexts; accountable for outcomes of their own and others' work; responsible for guiding others and contributing to capability development; identify when specialist expertise is required.</p> <p>Highly Advanced level Learners apply knowledge and skills independently with full accountability, exercising leadership in strategy development and organisational transformation; accountable for organisational capability and strategic outcomes; responsible for leading initiatives, establishing governance frameworks, and driving cultural change; determine when external expertise or board-level approval is required.</p>
<p><b>Assessment Requirements</b></p>	
<p><b>Performance evidence (PE)</b></p>	<p>Assessment must be conducted at the learner's target proficiency level, with assessors recognising that higher-level performance inherently incorporates lower-level competencies.</p> <p>Basic level Learners must demonstrate ability to:</p> <p>PE1. Communicate using digital platforms following established workplace procedures, including interacting with individuals and groups using basic communication tool features.</p> <p>PE2. Share information and content securely through appropriate digital channels following workplace procedures, including identifying purpose and target audience.</p> <p>PE3. Participate in digital communities and collaborative groups using workplace-approved platforms and tools, seeking assistance as needed.</p>

	<p>PE4. Demonstrate appropriate digital behaviour and identity management, including using appropriate tone and implementing simple privacy measures.</p> <p>Intermediate level</p> <p>Learners must demonstrate ability to:</p> <p>PE5. Communicate using appropriate digital tools selected based on context and purpose, including using synchronous and asynchronous tools, developing prompts for AI systems, and managing multiple communication channels.</p> <p>PE6. Share information effectively and ethically across varied digital environments, including assessing risks and benefits, reporting misinformation, and ensuring appropriate attribution and security.</p> <p>PE7. Participate in organisational digital engagement activities including interacting with platforms and services autonomously and assessing platform economy implications.</p> <p>PE8. Coordinate and contribute to collaborative tasks using selected digital tools, including creating and managing simple collaborative tasks and engaging in ethical human-AI collaboration.</p> <p>PE9. Demonstrate respectful digital behaviour appropriate to formal and non-formal contexts, adapting communication to respect diversity.</p> <p>PE10. Manage digital identity across multiple platforms, including adjusting settings, analysing digital footprint scope, and curating professional presence.</p> <p>Advanced level</p> <p>Learners must demonstrate ability to:</p> <p>PE11. Combine digital communication tools for varied tasks, develop prompts for AI systems, assess robotic applications, assist others in tool selection, and organise or moderate digital events.</p> <p>PE12. Share information ethically to support professional goals while advising others on ethical sharing practices.</p> <p>PE13. Assess digital technologies for inclusion, exclusion and organisational impacts including high-risk AI systems, while supporting others to exercise rights and participate in empowerment activities.</p> <p>PE14. Lead collaboration using combined digital tools with ethical AI use, assess human-AI collaboration techniques, and help others develop collaborative capabilities.</p> <p>PE15. Respond to challenging digital situations while promoting inclusive behaviour, assess ethical and legal aspects of behaviour and abuse patterns, and support others in developing respectful capacities.</p>
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	<p>PE16. Implement comprehensive digital identity management, assess AI system implications, curate identities for varied purposes, and assist others with identity management.</p> <p>Highly Advanced level</p> <p>Learners must demonstrate ability to:</p> <p>PE17. Assess and combine communication tools for specialised tasks, provide leadership in advanced tool use, and lead or contribute to improvements in digital communication or human-machine interaction.</p> <p>PE18. Explore and facilitate sophisticated information sharing across varied technologies, contribute to specialised sharing initiatives, and lead or contribute to sharing improvements.</p> <p>PE19. Evaluate multiple organisational and stakeholder impacts of digital technologies, assist others to comprehend digital legislation, and lead or design organisational engagement initiatives.</p> <p>PE20. Design collaborative strategies, promote ethical and proportionate AI use, assist others to develop leadership capabilities, and lead or contribute to improvements in human-AI collaboration.</p> <p>PE21. Assist others to understand rights and responsibilities under digital behaviour legislation, and lead or contribute to digital behaviour policy development.</p> <p>PE22. Support others to deepen identity management capabilities and advise on identity management and rights issues.</p> <p>Performance evidence must be demonstrated across at least two different workplace scenarios.</p>
<p><b>Knowledge evidence (KE)</b></p>	<p>Basic level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE1. Types and features of digital communication and collaboration tools, including differences between synchronous and asynchronous communication, and presence of AI systems.</p> <p>KE2. Benefits and risks of sharing information in digital environments, including appropriate channels for different purposes.</p> <p>KE3. Principles of organisational digital engagement, including workplace participation opportunities, user rights under digital laws, and accessibility considerations.</p> <p>KE4. Appropriate digital behaviour standards, including cultural variations in communication and legal considerations.</p> <p>KE5. Concepts of digital identity and footprint, including how information persists online and simple management measures.</p>

	<p>Intermediate level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE6. Features and functions of digital communication and collaboration tools including AI systems, virtual assistants, chatbots, and robots, and contexts where different communication modes work best.</p> <p>KE7. Responsibilities and effective practices for ethical information sharing in digital environments.</p> <p>KE8. Organisational digital engagement concepts including digital participation, organisational monitoring, e-Government, platform economy, and how digital technologies influence organisational processes.</p> <p>KE9. Rights, freedoms and responsibilities under digital laws and regulations, and how to exercise key rights.</p> <p>KE10. Principles of ethical human-AI collaboration and functions of AI systems in collaborative contexts.</p> <p>KE11. Relationship between digital behaviour and digital reputation, including rights and responsibilities.</p> <p>KE12. Digital identity concepts including relationships between digital footprint, reputation and identity, and features for managing digital identity.</p> <p>Advanced level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE13. High-risk and prohibited AI systems under legislation including organisational and operational impacts.</p> <p>KE14. Distinctions between ethical, legal and illegal behaviours in digital environments.</p> <p>KE15. Types of abuse in digital environments, affected groups, impacts and reporting mechanisms.</p> <p>KE16. Relationship between digital technological developments and identity management.</p> <p>KE17. Ways to exercise rights relating to digital identity.</p> <p>KE18. Ways AI systems are used in digital identity management.</p> <p>Highly Advanced level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE19. Developments and emerging trends in digital communication technologies, collaborative practices, digital behaviour policies and legislation, and identity management technologies.</p> <p>KE20. Frameworks and methodologies for communication strategy design, information sharing governance, organisational</p>
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	<p>engagement impact evaluation, and collaborative ecosystem development.</p> <p>KE21. Approaches for promoting ethical and proportionate use of AI systems in communication and collaboration contexts.</p> <p>KE22. Principles and practices for building capability in others across digital communication, collaboration, behaviour and identity management competencies.</p> <p>KE23. Legislative frameworks and provisions relating to organisational digital engagement, behaviour and identity management.</p> <p>Knowledge evidence must be demonstrated across at least two different workplace scenarios.</p>
<p><b>Assessment conditions</b></p>	<p>Assessment must occur in conditions that reflect typical or simulated workplace environments appropriate to the target proficiency level, with higher-level assessment inherently incorporating lower-level requirements.</p> <p>All levels require access to:</p> <ul style="list-style-type: none"> <li>• digital communication and collaboration platforms used in workplace contexts</li> <li>• opportunities to interact with others using digital tools</li> <li>• organisational procedures for digital communication, security, and appropriate online behaviour</li> <li>• assistive technologies where required to support diverse learner needs.</li> </ul> <p>Additionally, by proficiency level:</p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• relevant digital communication and collaboration platforms</li> <li>• structured scenarios requiring information sharing and community participation with clear guidance</li> <li>• established workplace procedures providing support.</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>• varied communication and collaboration platforms including synchronous and asynchronous tools</li> <li>• scenarios requiring information sharing decisions and ethical assessments</li> <li>• digital engagement platforms and collaborative tasks requiring tool selection</li> <li>• organisational procedures for ethical information sharing and professional behaviour standards.</li> </ul>

	<p>Advanced:</p> <ul style="list-style-type: none"> <li>• professional digital communication and collaboration systems appropriate for varied workplace contexts</li> <li>• scenarios requiring strategic communication planning, event facilitation, and non-routine tasks</li> <li>• opportunities to support and guide others in developing capabilities</li> <li>• contexts requiring ethical assessment including AI system evaluation</li> <li>• situations requiring management of challenging interactions and promotion of inclusive behaviour</li> <li>• varied platforms for implementing comprehensive identity management strategies.</li> </ul> <p>Highly Advanced:</p> <ul style="list-style-type: none"> <li>• comprehensive digital communication and collaboration platforms requiring strategic governance</li> <li>• scenarios involving specialised communication and collaboration needs</li> <li>• opportunities to design, implement and evaluate transformation initiatives</li> <li>• contexts requiring leadership and capability building of others</li> <li>• emerging technologies and platforms requiring strategic assessment and integration</li> <li>• legislative and policy frameworks requiring interpretation and application.</li> </ul> <p>Assessors must satisfy the requirements for assessors under applicable VET legislation, frameworks and standards.</p>
<b>Unit Mapping Information</b>	No equivalent unit.
<b>Links</b>	Link to BSB TP Companion Volume Implementation Guide.