Unit code	BSBXXX134
Unit title	Develop Digital Content Creation Skills
Unit outcomes	This unit describes a progressive pathway for developing digital content creation skills across four proficiency levels: Basic, Intermediate, Advanced and Highly Advanced. 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. Learners develop progressive 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)	Basic level Required knowledge includes: K1. Common types of digital content and their associated file formats. K2. Common operational functions across digital content creation tools. K3. Purpose of generative Artificial Intelligence (AI) systems in content creation and the importance of human oversight. K4. Differences between editable and non-editable digital content. K5. Basic functions used to edit and integrate digital content. K6. Concepts of copyright and licensing in digital contexts, including how they apply to AI-generated content. K7. Digital content that may be used free of charge. K8. Common uses of computer programs and applications. K9. Common examples of AI systems in workplace contexts. Intermediate level Required knowledge includes: K10. Benefits, limitations and ethical considerations of digital technologies including AI systems. K11. Strategies that support efficient digital content creation, including templates and sequencing of steps. K12. Structure, format and audience requirements for content integration or re-elaboration. K13. Methods to acknowledge reused digital content. K14. Ethical and transparent use of AI systems in digital content integration and elaboration. K15. Intellectual property concepts with examples from digital contexts. K16. Differences between copyright, trademark, design and patent with examples from digital contexts.

	K17. Common licence types and their purpose in digital contexts, including Creative Commons. K18. Examples of piracy and plagiarism in digital contexts, and legal, ethical and commercial consequences of intellectual property violations. K19. Copyright challenges associated with AI model training. K20. Foundational computational thinking and programming concepts including algorithms. K21. Programming languages and their applications, including the role of programming in robotics. K22. Machine learning and AI system applications across a range of sectors. K23. Steps used to develop, validate and deploy computer programs or AI systems. Advanced level Required knowledge includes: K24. Methods for sophisticated digital content integration and re-elaboration. K25. Appropriate and inappropriate uses of AI systems in varied tasks. K26. Key features of digital copyright and licensing legislation, and where copyright applies in digital contexts. K27. Ethical and copyright issues relating to AI training data and AI-generated content. K28. Human-centric approaches and oversight in programming and AI systems. K29. Steps for developing, validating and deploying programs or AI systems. K30. Types of machine learning and the main features and purposes of commonly used machine learning algorithms. K31. Role of user and customer experience in programming and robotics. K32. Routine tasks suitable for partial or full automation. Highly Advanced level Required knowledge includes: K33. Emerging developments in content creation technologies, techniques and platforms. K34. Regulatory developments affecting digital content and intellectual property. K35. Frameworks for content ecosystem design, quality management and accessibility governance. K36. Developments in programming techniques, AI system applications and computational thinking approaches including robotics. K37. Approaches for building capability in others and establishing organisational policies and guidelines.
Skills (S)	Basic level Required skills include:

	S1. Create and edit digital content using basic editing and formatting functions. S2. Make simple changes to existing digital content using basic editing, formatting and integration functions. S3. Use and share digital content in accordance with basic legal and ethical guidelines. S4. Give basic instructions to computers to perform simple tasks and interpret basic symbolic sequences. Intermediate level Required skills include: S5. Create and edit content across multiple formats including text, image, video and audio, addressing audience and accessibility needs. S6. Apply strategies that improve efficiency and consistency including templates or appropriate sequencing. S7. Use AI systems purposefully, selectively and ethically. S8. Integrate and transform digital content to meet format, structure and audience requirements and accurately convey meaning. S9. Apply copyright and licensing guidelines appropriately when using and sharing digital content. S10. Develop basic programs and visual representations such as flow diagrams to illustrate basic algorithms. Advanced level Required skills include: S11. Select and combine digital content creation tools and methods to produce specialised content. S12. Support others to develop their capabilities in digital content creation, integration and re-elaboration using ethical and responsible approaches. S13. Integrate and transform a variety of digital content to meet varied format, structure and audience requirements. S14. Apply digital technologies in a selective, ethical and transparent way to apply sophisticated integration or re-elaboration to digital content. S15. Assess and correctly apply legal and ethical guidelines for using and sharing of digital content in varied contexts, including different software licensing models and licence renewal requirements. S16. Assess ethical and practical aspects of the development and deployment of computer programs and AI systems. S17. Apply computational thinking, programming and AI systems to varied computational thinking tasks and to automate routine tasks. Highly Advanced level Required skills include: S18. Promote and support accessibility, inclusivity and ethical practice.

	S19. Build advanced capabilities in others across digital content creation, integration, re-elaboration, programming and the application of AI systems and drive continuous improvement. S20. Lead or contribute to specialised digital content creation, integration or re-elaboration initiatives. S21. Monitor and evaluate technological developments in digital content creation, integration and re-elaboration, programming and AI systems, including technical, licensing and ethical implications. S22. Apply advanced knowledge of intellectual property rights, copyright and licensing concepts in digital contexts. S23. Promote and support ethical programming and AI systems development practices. S24. Lead or contribute to projects focused on applications of computational thinking, programming or AI systems.
Application of Knowledge & Skills	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. 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. 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. 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.
Assessment Requirements	
Performance evidence (PE)	Assessment must be conducted at the learner's target proficiency level, with assessors recognising that higher-level performance inherently incorporates lower-level competencies. Basic level

	Learners must demonstrate ability to: PE1. Create and edit digital content using workplace tools and templates, including producing materials in common formats following established procedures. PE2. Modify and integrate existing digital content using basic editing and formatting functions to meet workplace requirements. PE3. Use and share digital content following copyright, licensing and ethical guidelines in workplace contexts. PE4. Use basic automation features and simple programming instructions to support content creation tasks. Intermediate level Learners must demonstrate ability to: PE5. Create and edit digital content using a range of tools across multiple formats, including assessing and addressing accessibility and audience needs. PE6. Modify, integrate and transform existing digital content to meet specific format, structure and audience requirements, using AI systems ethically and transparently. PE7. Apply copyright, licensing and intellectual property principles appropriately when using and sharing digital content in workplace contexts. PE8. Use computational thinking approaches to develop basic programs, create visual representations of algorithms, and translate information into logical operations. Advanced level Learners must demonstrate ability to: PE9. Select and combine content creation tools and methods to produce specialised digital content tailored to specific goals and audiences, including assessing accessibility requirements. PE10. Integrate and adapt diverse digital content to meet varied format, structure and audience requirements, using AI systems ethically and transparently. PE11. Assess and apply comprehensive copyright, licensing and intellectual property guidelines in varied content creation scenarios, including software licensing models and AI-generated content considerations. PE12. Identify, analyse and resolve technical or computational problems using programming or AI system approaches, including assessing ethical and practical aspects. PE13. Apply computational thinking and programming approaches to automate routine tasks.

	PE14. Support others in developing their capabilities in content creation, integration and computational thinking using ethical and responsible approaches. Highly Advanced level Learners must demonstrate ability to: PE15. Lead or contribute to specialised digital content creation initiatives. PE16. Promote and support accessibility, inclusivity and ethical practices in content creation and integration initiatives. PE17. Establish and lead policies or guidelines on copyright and licensing in digital contexts. PE18. Lead or contribute to projects focused on computational thinking, programming or AI systems. PE19. Build organisational capability by helping others develop advanced content creation capabilities, assisting with sophisticated integration tasks, and promoting ethical programming and AI system practices. Performance evidence must be demonstrated across at least two different workplace scenarios.
Knowledge evidence (KE)	Basic level Learners must demonstrate knowledge of: KE1. Common types of digital content, file formats and operational functions of content creation tools. KE2. Differences between editable and non-editable content and main functions for editing and integrating content. KE3. Concepts of copyright, licensing and ethical use of digital content, including requirements for AI-generated content. KE4. Common uses of computer programs and general understanding of AI systems and their applications. KE5. Importance of human oversight in ensuring AI-generated content is ethical, responsible and context-appropriate. Intermediate level Learners must demonstrate knowledge of: KE6. Benefits, limitations and ethical considerations of digital technologies and AI systems for content creation. KE7. Strategies for efficient content creation including templates and appropriate sequencing. KE8. Structure, format and audience requirements for content integration and re-elaboration.

	KE9. Ethical practices for using AI systems and acknowledging re-used content. KE10. Intellectual property concepts including copyright, trademark, design, patent, licensing types, piracy and plagiarism. KE11. Computational thinking concepts including algorithms, programming languages, machine learning and AI system applications. KE12. Steps for developing, validating and deploying computer programs or AI systems. KE13. Ethical considerations and accessibility requirements in programming contexts. Advanced level Learners must demonstrate knowledge of: KE14. Methods for sophisticated digital content integration and re-elaboration, including appropriate and inappropriate uses of AI systems. KE15. Current legislation relating to digital copyright and licences, including where copyright applies and does not apply. KE16. Ethical and copyright issues relating to AI system training data and AI-generated content. KE17. Human-centric approaches and human oversight in programming and AI system contexts. KE18. Steps for developing, validating and deploying computer programs or AI systems. KE19. Types of machine learning, features of commonly used algorithms, and their applications. KE20. Role of user experience and customer experience in programming, and applications of computational thinking in robotics. KE21. Identification of tasks suitable for automation through programming tools or AI systems. Highly Advanced level Learners must demonstrate knowledge of: KE22. Strategic applications of advanced content creation tools, platforms and emerging technologies for specialised initiatives. KE23. Frameworks and methodologies for content integration, quality management, accessibility governance and data visualisation. KE24. Current copyright and licensing regulations, intellectual property rights, and ethical practices in digital contexts.

	KE25. Developments in programming techniques, AI system applications, and computational thinking approaches including robotics. KE26. Approaches for promoting best practices, building capability in others, and establishing organisational policies and guidelines. Knowledge evidence must be demonstrated across at least two different workplace scenarios.
Assessment conditions	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. All levels require access to: • digital content creation tools and platforms used in workplace contexts • relevant content sources and materials for editing and integration tasks • organisational procedures for copyright, licensing and content management • assistive technologies where required to support diverse learner needs. Additionally, by proficiency level: Basic: • workplace templates, style guides and formatting procedures • opportunities to use basic automation features and programming functions in content creation tools • structured content creation opportunities with clear guidance and supervision available. Intermediate: • varied digital content creation tools and platforms for multiple content formats • scenarios requiring accessibility assessment and inclusive content creation • basic programming tools or visual programming environments • examples of AI systems and machine learning applications. Advanced: • professional digital content creation tools and platforms appropriate for varied content development • scenarios requiring strategic content planning, integration and adaptation

	• programming tools or environments for developing basic programs and automation solutions • opportunities to support and guide others in developing content creation and computational thinking capabilities • resources for testing and validating accessibility, copyright compliance and ethical AI use. Highly Advanced: • comprehensive digital content creation platforms requiring strategic governance and integration • scenarios involving specialised content creation challenges across diverse contexts • opportunities to design, implement and evaluate content transformation initiatives • contexts requiring leadership and capability building of others in advanced digital content creation competencies • programming tools, AI systems and computational thinking environments for project leadership • environments where contributions to improvements or new solutions can be demonstrated and evaluated. 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.