

Unit code	BSBXXX136
Unit title	Develop Digital Problem Identification and Solving Skills
Unit outcomes	<p>This unit describes a progressive pathway for developing digital problem identification and solving skills across four proficiency levels: Basic, Intermediate, Advanced and Highly Advanced.</p> <p>Learners may enter and exit at the level appropriate to their existing capability. Assessment is conducted only at the learner’s target proficiency level. Recognition of Prior Learning and assessment-only pathways are supported.</p> <p>Learners develop progressive capability across four competence (C) areas:</p> <p>C1. Solving technical problems</p> <p>C2. Identifying needs and technological responses</p> <p>C3. Creatively using digital technologies</p> <p>C4. Identifying digital competence gaps.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Knowledge (K)	<p>Basic level</p> <p>Required knowledge includes:</p> <p>K1. Differences between operating systems and software.</p> <p>K2. Features of hardware, software, connectivity and common peripherals.</p> <p>K3. Signs of common technical problems such as lack of connectivity, password errors and file location issues.</p> <p>K4. Common ways in which digital environments can be adjusted to meet users' needs.</p> <p>K5. Purpose of digital assistance tools, including awareness of Artificial Intelligence (AI) systems in these tools.</p> <p>K6. Common digital assistive technologies and their uses.</p> <p>K7. Common digital technologies supporting real-world problem-solving and creativity.</p> <p>K8. Breadth of digital competence beyond technical skills.</p> <p>K9. Need for ongoing development and opportunities to improve personal digital competences.</p> <p>Intermediate level</p> <p>Required knowledge includes:</p> <p>K10. Human-centric design concepts and their role in digital technologies development and usage.</p> <p>K11. Examples of interactions between humans and digital technologies in creativity and problem-solving.</p> <p>K12. Strengths, limitations and ethical considerations of digital technologies, including AI systems.</p>

	<p>K13. Relevant learning opportunities available to meet digital competence needs.</p> <p>Advanced level Required knowledge includes:</p> <p>K14. Solution-finding strategies for troubleshooting technical problems in digital environments.</p> <p>K15. Principles and practices for human-centric, ethical and responsible use of digital technologies in varied problem-solving contexts.</p> <p>K16. Methods for continually assessing digital technologies and their implications for competence needs.</p> <p>Highly Advanced level Required knowledge includes:</p> <p>K17. Strategies for leading initiatives that apply digital technologies to specialised problem-solving.</p> <p>K18. Frameworks and methodologies for training design and delivery to support digital device and system use.</p> <p>K19. Approaches for promoting inclusive and accessible digital technologies.</p> <p>K20. Approaches for mentoring others in digital competence development.</p>
<p>Skills (S)</p>	<p>Basic level Required skills include:</p> <p>S1. Resolve common technical problems such as lack of connectivity, password errors and file location issues while following instructions.</p> <p>S2. Install and update software and applications.</p> <p>S3. Use digital assistance tools and assistive technologies as required.</p> <p>Intermediate level Required skills include:</p> <p>S4. Troubleshoot technical problems in digital environments using multiple strategies.</p> <p>S5. Update and adjust device and environment settings to maintain performance and meet individual needs.</p> <p>S6. Use digital assistance tools appropriately.</p> <p>S7. Assess technology suitability for specific problems and use a variety of technologies responsibly and ethically to resolve issues.</p> <p>S8. Accurately assess personal digital competence needs.</p> <p>Advanced level Required skills include:</p> <p>S9. Diagnose and resolve technical problems and adjust digital environments to meet diverse needs.</p> <p>S10. Assist others to diagnose and resolve technical problems.</p>

	<p>S11. Assess the accessibility, inclusivity and ethical impacts of technologies, and how digital configurations and assistance tools can meet diverse needs.</p> <p>S12. Use a variety of digital technologies creatively, responsibly, and ethically.</p> <p>S13. Contribute to initiatives focused on the application of digital technologies to help solve varied problem-solving tasks.</p> <p>S14. Support others' capability development.</p> <p>S15. Continually assess technological developments and engage in ongoing self-development.</p> <p>Highly Advanced level Required skills include:</p> <p>S16. Identify and design tailored digital solutions for specialised needs.</p> <p>S17. Lead or contribute to initiatives focused on the application of digital technologies for specialised problem-solving or improvement.</p> <p>S18. Build confidence and autonomy to solve technical problems in others.</p> <p>S19. Design or deliver training to support the use of digital devices or systems.</p> <p>S20. Contribute to improvements in digital assistance tools, accessible digital environment configurations, and assistive technologies.</p> <p>S21. Promote and support inclusive and accessible technologies.</p> <p>S22. Mentor others to identify and develop their digital capabilities and design learning materials.</p> <p>S23. Engage in ongoing self-development to meet specialised digital competence needs.</p>
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<p>Application of Knowledge & Skills</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>Assessment Requirements</p>	
<p>Performance evidence (PE)</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. Identify and resolve common technical problems such as connectivity problems, forgotten passwords, or address errors following workplace procedures.</p> <p>PE2. Install and update software and applications.</p> <p>PE3. Use digital assistance tools and assistive technologies to support simple workplace tasks.</p> <p>PE4. Identify opportunities to improve personal digital competences and seek appropriate support when needed.</p>

	<p>Intermediate level</p> <p>Learners must demonstrate ability to:</p> <p>PE5. Troubleshoot technical problems using varied search and problem-solving strategies.</p> <p>PE6. Update and adjust settings on digital devices to maintain performance and meet workplace requirements.</p> <p>PE7. Assess accessibility and ethical implications, and adjust digital environments to support diverse needs.</p> <p>PE8. Accurately assess personal digital competences and identify relevant learning opportunities to address skill development needs.</p> <p>Advanced level</p> <p>Learners must demonstrate ability to:</p> <p>PE9. Resolve technical problems in varied workplace contexts.</p> <p>PE10. Support others to diagnose and solve technical problems and make informed use of digital assistance tools and environment configurations.</p> <p>PE11. Assess accessibility and ethical implications of digital technologies.</p> <p>PE12. Engage in ongoing self-development and compile available learning opportunities.</p> <p>Highly Advanced level</p> <p>Learners must demonstrate ability to:</p> <p>PE13. Lead or contribute to initiatives for specialised problem-solving, and innovative initiatives that lead to improvements or find new solutions.</p> <p>PE14. Mentor others to develop capabilities for varied problem-solving and design training to meet specialised digital competence needs.</p> <p>Performance evidence must be demonstrated across at least two different workplace scenarios.</p>
<p>Knowledge evidence (KE)</p>	<p>Basic level</p> <p>Basic level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE1. Differences between operating systems and software, and features of hardware, software, connectivity and peripheral devices.</p> <p>KE2. Signs of common technical problems in digital environments.</p> <p>KE3. Ways to adjust digital environment features to meet user needs, including digital assistance tools and AI systems.</p>

	<p>KE4. Common assistive technologies and their purposes.</p> <p>KE5. Examples of how digital technologies solve workplace problems and support human creativity.</p> <p>KE6. Breadth of digital competence beyond technical skills, the need for regular updating, and opportunities for skill improvement.</p> <p>Intermediate level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE7. Human-centric design concepts and their role in digital technologies development and usage.</p> <p>KE8. Examples of interactions between humans and digital technologies in creativity and problem-solving.</p> <p>KE9. Strengths, limitations and ethical considerations of digital technologies, including AI systems.</p> <p>KE10. Relevant learning opportunities available to meet digital competence needs.</p> <p>Advanced level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE11. Solution-finding strategies for troubleshooting technical problems in digital environments.</p> <p>KE12. Principles and practices for human-centric, ethical and responsible use of digital technologies in varied problem-solving contexts.</p> <p>KE13. Methods for continually assessing digital technologies and their implications for competence needs.</p> <p>Highly Advanced level</p> <p>Learners must demonstrate knowledge of:</p> <p>KE14. Strategies for leading initiatives that apply digital technologies to specialised problem-solving.</p> <p>KE15. Frameworks and methodologies for training design and delivery to support digital device and system use.</p> <p>KE16. Approaches for promoting inclusive and accessible digital technologies.</p> <p>KE17. Approaches for mentoring others in digital competence development.</p> <p>Knowledge evidence must be demonstrated across at least two different workplace scenarios.</p>
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<p>Assessment conditions</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"> • digital devices, software applications and systems used in workplace environments • technical support resources including troubleshooting guides and help systems • digital assistance tools and assistive technologies appropriate for workplace tasks • organisational procedures for problem-solving and skill development • assistive technologies where required to support diverse learner needs. <p>Additionally, by proficiency level:</p> <p>Basic:</p> <ul style="list-style-type: none"> • scenarios requiring problem identification and resolution following established procedures • opportunities to configure and adjust digital environment settings • structured problem-solving opportunities with clear guidance and supervision available • simple scenarios requiring basic diagnostic method selection with support. <p>Intermediate:</p> <ul style="list-style-type: none"> • varied digital devices, applications, and systems for troubleshooting commonly used in workplace environments • opportunities to diagnose and resolve problems using workplace methods with some independence • scenarios requiring independent problem identification, systematic troubleshooting and ethical technology use • opportunities to assess digital technology suitability for specific problem-solving tasks • resources for identifying and accessing digital competence learning opportunities. <p>Advanced:</p> <ul style="list-style-type: none"> • professional digital systems and troubleshooting tools appropriate for varied workplace contexts
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	<ul style="list-style-type: none"> • scenarios requiring strategic problem-solving and technical troubleshooting • opportunities to support and guide others in developing digital capabilities • contexts requiring assessment of accessibility of digital technologies • digital technologies requiring efficient, responsible and ethical application to varied problem-solving tasks • resources for compiling digital competence learning opportunities and supporting ongoing professional development. <p>Highly Advanced:</p> <ul style="list-style-type: none"> • comprehensive digital systems and devices requiring training design and delivery • scenarios involving specialised problem-solving needs • opportunities to design, implement and evaluate transformation initiatives • contexts requiring leadership and capability building of others • emerging technologies and platforms requiring strategic assessment and tailored solution design • resources for designing learning materials and training programs. <p>Assessors must satisfy the requirements for assessors under applicable VET legislation, frameworks and standards.</p>
Unit Mapping information	No equivalent unit.
Links	Link to BSB TP Companion Volume Implementation Guide.