BSB Training Package CVIG Appendix - Digital Capability Units of Competency

BSB Business Services Training Package

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Executive Summary

BSB Training Package CVIG Appendix - Digital Capability Units of Competency

About This Guide

This Companion Volume Implementation Guide (CVIG) Appendix provides guidance for Registered Training Organisations (RTOs) using the Digital Capability Units of Competency (UoC)within the BSB Business Services Training Package.

The framework comprises 39 Units of Competency that develop generalist digital workplace capabilities aligned to international best practice (DigComp 3.0) and the Australian Qualifications Framework (AQF Levels 2-5).

This is not a technical IT qualification. These units develop transferable digital capability for workers across all sectors and roles, from entry-level to strategic leadership.

Who Should Use This Guide

Audience	Primary Use	Start Here
RTO Leadership & Managers	Strategic understanding of framework positioning, compliance requirements, and implementation planning	Part A: Framework Overview (Sections 1-5)
Trainers & Assessors	Unit structure, assessment design, delivery planning, and contextualisation guidance	Part B: Understanding the Units (Sections 6-7): Assessment Coding and Mapping
Compliance Staff	Framework requirements, validation processes, fixed vs flexible elements, assessment assurance	Part A (Sections 4–5) and Part B (Assessment Coding and Mapping)
Learning and Assessment Designers	Assessment development, program sequencing, application of contextualisation within defined boundaries	Part A (Section 5) and Part B
RPL Assessors	Recognition of prior learning processes and evidence requirements	Part A (Sections 3 and 5) and Part B (Assessment Coding and Mapping)

Framework at a Glance

39 Units of Competency across three design approaches:

Competence Areas (7):

1. Information Search, Evaluation and Management
2. Communication and Collaboration
3. Digital Content Creation
4. Digital Safety, Wellbeing and Responsible Use
5. Digital Problem Identification and Solving
6. AI Literacy *„contemporary addition«*

7. Cyber Security , *contemporary addition«*

Unit Types:

- Individual Units (28):

  Target specific capability development within a single competence area

- Horizontal Units (4):

  Integrate all competence areas at a single proficiency level

- Vertical Units (7):

  Span all proficiency levels within one competence area and support RPL and assessment-only pathways

Proficiency Levels:

Level	Characteristics	Typical AQF Alignment
Basic	Guided work routine tasks	AQF 2-3
Intermediate	Increased autonomy, varied tasks	AQF 3-4
Advanced	Significant autonomy, guides others	AQF 4-5
Highly Advanced	Leadership and transformation	AQF 5+

Key Features

- International Best Practice
  - Aligned to DigComp 3.0 (European Commission's Digital Competence Framework for Citizens) and recognised by Department of Education and Workplace Relations (DEWR) as preferred framework for digital capability development
- Contemporary and Future-Focused
  - Integrates AI Literacy and Cyber Security as core generalist capabilities
- Comprehensive Implementation Support
  - Includes detailed assessment mapping, ACSF guidance, contextualisation frameworks and RPL examples

Understanding and Implementing the Units

All units use the Application of Skills and Knowledge (ASK) template, integrating:

- Knowledge
- Skills
- Application of knowledge and skills in workplace contexts
- Performance Evidence
- Knowledge Evidence
- Assessment Conditions

Capability progression is reflected through increasing autonomy, complexity, decision-making and responsibility, rather than prescriptive assessment methods.

Implementation Pathways

Structured Training Delivery

- Select individual or horizontal units based on learner needs
- Design authentic workplace assessment tasks
- Contextualise tools, examples and scenarios

RPL and Assessment-Only Pathways

- Use vertical units to recognise capability efficiently
- Apply evidence portfolio and mapping tools
- Verify workplace application at the target proficiency level

Qualification Development

- Use horizontal units for core digital capability
- Add individual units for specialisation
- Support flexible entry and RPL through vertical units

Document Structure

Part A: Framework Overview (Sections 1-5)

Part B: Understanding the Units (Sections 1-6)

Contact and Support

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Part A: FRAMEWORK OVERVIEW

Section 1

1. Introduction

1.1 About This Guide

This Companion Volume Implementation Guide (CVIG) supports Registered Training Organisations (RTOs implementing the Digital Capability Units of Competency within the BSB Business Services Training Package.

This guide provides detailed explanation of the framework architecture, design principles, and implementation logic that underpin the Digital Capability Units. It is intended to support consistent national interpretation while enabling flexible delivery, assessment, and contextualisation across industries and learner cohorts.

Specifically, this guide assists RTOs to:

- Understand the frameworks and principles that inform unit design
- Navigate the unit architecture and select appropriate units
- Interpret proficiency expectations and AQF alignment
- Design valid assessment and effective delivery approaches
- Apply contextualisation within defined boundaries
- Maintain quality, consistency and compliance

This section assumes familiarity with the Executive Summary, which provides a high-level overview of the framework, audiences and implementation pathways.

1.2 Intended Users

This guide is intended for RTO leadership, trainers, assessors, learning and assessment designers, compliance staff and RPL assessors involved in the delivery, assessment or quality assurance of the Digital Capability Units of Competency.

1.3 The Units of Competency (UoCs) at a Glance

The Digital Capability Framework comprises 39 Units of Competency designed to develop generalist digital workplace capability.

The units are structured as follows:

- 28 Individual Units
    - 7 competence areas × 4 proficiency levels
    - Target focused capability development within a single competence area
- 4 Horizontal (Generalist) Units
    - Integrate all 7 competence areas at a single proficiency level
    - Support broad digital workplace capability development
- 7 Vertical Units
    - Span all 4 proficiency levels within one competence area

- Support Recognition of Prior Learning (RPL) and assessment-only pathways

All units:

- Are informed by the DigComp 3.0 European Digital Competence Framework
- Are aligned to AQF Levels 2–5 through unit design and assessment expectations
- Integrate contemporary digital capability requirements, including AI Literacy and Cyber Security
- Are designed as Purpose 3 units, supporting flexible packaging and transferability
- Develop generalist digital capability, not specialist IT skills

2. DigComp 3.0 Alignment to AQF

2.1 What is DigComp 3.0?

DigComp 3.0 is the European Commission's *Digital Competence Framework for Citizens* and is widely regarded as international best practice for defining digital capability across learning, work and society.

The framework provides a structured and research-based approach to describing the knowledge, skills and behaviours required to participate effectively in digital environments.

2.2 Why DigComp 3.0?

DigComp 3.0 was selected as the primary international reference framework due to its

1. International Credibility - widely adopted across Europe and globally as recognised standard
2. Comprehensive Coverage - addresses the full spectrum of generalist digital capability
3. Research-Based - developed through extensive research and stakeholder consultation
4. Contemporary Relevance - updated to reflect emerging technologies and practices
5. Proven Transferability - adaptable across sectors, roles, and contexts

The Department Education and Workplace Relations (DEWR) recognise international digital capability frameworks as preferred guides for digital skills development and training activities (Last Accessed 9 December 202 5).

DigComp 3.0 provides:

- 5 competence areas
- 21 individual Competencies
- 4 proficiency levels describing capability progression
- A contemporary digital context incorporating AI, data literacy, cyber security, sustainability, ethics and misinformation

2.3 The Five Competence Areas

This framework uses five competence areas to organise digital capabilities:

1. Information Search, Evaluation and Management	
Competencies	1.1 Browsing, searching and filtering information 1.2 Evaluating information 1.3 Managing information

Description	This competence area focuses on identifying information needs and locating, evaluating, managing and analysing digital information and data to support effective workplace practice.
Workplace application may include:	This competence may be demonstrated through workplace activities such as: • Researching and sourcing digital information and data • Evaluating credibility, relevance and bias • Analysing data to identify patterns and insights • Organising and managing information for reuse and sharing • Applying evidence-based approaches to workplace tasks

2. Communication and Collaboration	
Competencies	2.1 Interacting through and with digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Digital behaviour 2.6 Managing digital identity
Description	This competence area involves interacting, communicating, sharing and collaborating effectively in digital environments while managing digital identity and behaviour.
Workplace Application may include:	• Communicating with colleagues and stakeholders using digital tools • Participating in online collaboration and co-creation • Managing digital presence, identity and reputation • Applying respectful, inclusive and responsible digital behaviours

3. Digital Content Creation	
Competencies	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences 3.4 Computational thinking and programming
Description	This competence area involves creating, editing and integrating digital content, applying copyright and licensing requirements, and using computational thinking and basic programming concepts.
Workplace application may include:	• Developing digital documents and multimedia content • Integrating and adapting content for different purposes • Applying copyright, licensing and attribution requirements • Using automation or basic programming to support tasks

4. Digital Safety, Wellbeing and Responsible Use	
Competencies	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Supporting well-being 4.4 Environmental impacts of digital technologies

Description	This competence area focuses on protecting devices, data and privacy, supporting wellbeing, and using digital technologies responsibly and sustainably.
Workplace application may include:	• Applying cyber safety and data protection practices • Supporting digital wellbeing and inclusive technology use • Applying environmentally sustainable digital practices • Demonstrating ethical and responsible use of technology

5. Digital Problem Identification and Solving	
Competencies	5.1 Identifying and solving technical problems 5.2 Identifying needs and digital technological responses 5.3 Identifying creative solutions using digital technologies 5.4 Identifying and addressing digital competence needs
Description	This competence area involves identifying and resolving technical and conceptual problems, selecting appropriate digital solutions, and identifying ongoing digital capability need
Workplace application may include:	• Technical troubleshooting • Identifying and implementing digital solutions • Using technology creatively to improve processes • Identifying capability gaps and development needs

2.4 Contemporary Additional Competence Areas (AI and Cyber Security)

In addition to the five core DigComp competence areas, the UoCs include two contemporary competence areas that address emerging workplace digital capability requirements:

- AI Literacy
- Cyber Security

These competence areas extend the DigComp framework and are implemented as generalist digital capability units.

6. AI Literacy	
Description:	AI Literacy focuses on understanding the capabilities, limitations and ethical implications of artificial intelligence technologies and using AI-assisted tools responsibly in workplace contexts.
Workplace application may include:	• Using AI-assisted tools to support tasks and decisions • Verifying and evaluating AI-generated outputs • Recognising bias, limitations and risks • Applying organisational, legal and ethical requirements
Alignment:	Integrated from AI Literacy Frameworks Digital Education Council, DEC AI Literacy Framework, 2025 Annex 2. Citizens interacting with AI Systems in DigComp 3.0: The Digital Competence Framework for Citizens

7. Cyber Security

Description:	Cyber Security focuses on awareness and application of cyber security practices appropriate for generalist workplace roles.
Workplace application may include:	• Applying password and authentication practices • Recognising phishing and social engineering threats • Sharing information securely • Following incident reporting procedures
Alignment:	This competence area is informed by national and international cyber security frameworks, including DigComp 3.0 Area 4 Digital Safety, Wellbeing and Responsible Use) The Digital Competence Framework for Citizens 2.2 - SDG 4 Knowledge Hub ASD Cyber Skills Framework v2 (Australian Signals Directorate)Cyber Skills Framework | Australian Signals Directorate SFIA 8 (Information Security & Resilience Levels 1–3) SFIA as an informative resource for the NIST Cyber Security framework — English NIST Cyber Security Framework (CSF 2.0) Cyber Security Framework | NIST

2.5 DigComp 3.0 Proficiency Levels

DigComp 3.0 describes capability progression through 4 proficiency levels:

DigComp 3.0 Proficiency Levels	Description
Basic	Perform simple tasks with guidance and support
Intermediate	Perform well-defined tasks autonomously
Advanced	Apply judgement across complex tasks and guide others
Highly Advanced	Lead, innovate and improve digital practices

DigComp proficiency levels are used to describe capability progression within and across units.

AQF alignment is determined through unit outcomes, performance evidence and assessment conditions, rather than DigComp labels alone.

3. Unit of Competency Design Approaches

3.1 Overview of Design Approach

The following table outlines the Vertical and Horizontal design approaches used to support different digital capability development needs.

Aspect	Vertical Units (Depth of Capability)	Horizontal Units (Breadth of Capability)
Primary purpose	Support recognition of prior learning and assessment of existing capability across proficiency levels.	Support training and assessment of generalist digital capability at a defined proficiency level.
Use context	Primarily used for RPL and assessment-only pathways.	Used for structured training and assessment delivery.
Competence coverage	Focus on a single digital competence area.	Integrate all core digital competence areas.
Proficiency levels	Span multiple proficiency levels within the same competence area.	Fixed at a single proficiency level per unit.
Capability focus	Recognition and validation of demonstrated capability.	Development and demonstration of applied workplace capability.
Learner engagement	Learners demonstrate existing capability at an appropriate level.	Learners develop and demonstrate capability through training and assessment.
Assessment approach	Assessment aligned to the proficiency level demonstrated by the learner.	Assessment aligned to the outcomes expected at the defined proficiency level.
Recognition of prior learning	Designed specifically to support RPL and assessment-only approaches.	May support RPL but primarily intended for training-led pathways.

The table below outlines when vertical units and horizontal units are used within the digital capability framework.

Use case	Vertical Units (RPL and Assessment Focus)	Horizontal Units (Training and Assessment)
Appropriate when	Learners already have experience and capability to be recognised.	Learners identify a need to develop or consolidate digital capability.
Typical learner profile	Experienced workers seeking recognition of existing skills.	Learners new to digital capability requirements or needing formal development.
Workforce need	Validate capability in a specific digital domain.	Build broad, workplace-ready digital capability.
Delivery intent	Assessment and recognition without structured training delivery.	Structured learning supported by assessment.

4. Purpose 3 Qualifications and Transferable Skills

The Digital Capability UoCs have been developed in line with Purpose 3 under the Qualification Reform Design Group Final Report 2024

This design approach supports the use of units:

- As standalone units
- Within customised programs and skill sets
- As electives within existing qualifications
- For Recognition of Prior Learning (RPL)

This approach enables flexibility while maintaining nationally consistent outcomes.

5: Unit Structure, Assessment and Contextualisation

5.1 Unit Structure – Application of Skills and Knowledge (ASK) Template

All Digital Capability units are structured using the ASK template under the Training Package Organising Framework (TPOF).

The ASK template integrates:

- Knowledge – what learners need to understand
- Skills – what learners need to do
- Application of knowledge and skills – how capability is demonstrated in workplace contexts

This structure supports:

- Clear differentiation between knowledge, skills and application
- Appropriate expression of autonomy, judgement and complexity
- Consistent AQF alignment across proficiency levels
- Valid and transparent assessment design

The ASK structure is applied consistently across all Digital Capability Units to support national consistency and ease of implementation for RTOs.

5.2 Assessment Design and Mapping

Assessment for the Digital Capability Units of Competency is designed to support valid, reliable and flexible demonstration of competence across diverse workplace contexts.

Each unit includes:

- Performance Evidence
- Knowledge Evidence
- Assessment Conditions

To support RTO compliance with TPOF and assessment requirements, a coding system has been implemented across the units. This coding system explicitly links:

- unit outcomes
- performance evidence
- knowledge evidence
- application of skills and knowledge

The coding enables RTOs to:

- clearly identify assessment coverage
- verify alignment between unit requirements and assessment evidence
- support assessment design without prescribing specific tools or methods
- demonstrate compliance during validation, audit and quality assurance activities

5.3 Assessment Mapping Support

In addition to the coding system, detailed assessment mapping tables are provided for each unit.

These mapping resources:

- show how assessment coverage is achieved across unit components
- support RTOs to design, review and validate assessment tools
- assist with meeting TPOF and RTO compliance requirements
- enable consistent interpretation of assessment expectations across delivery contexts

The assessment mapping does not mandate assessment methods. Instead, it provides a transparent framework that supports authentic, workplace-relevant assessment design while maintaining national consistency and assessment integrity.

Detailed assessment mapping summaries are provided in Part B.

5.4 Foundation Skills and Australian Core Skills Framework (ACSF) Alignment

Foundation skills requirements are embedded within each Unit of Competency and reflect the language, literacy, numeracy, learning and digital skills required for competent workplace performance at the relevant proficiency level.

Indicative alignment to the Australian Core Skills Framework (ACSF) has been undertaken at unit level to support consistent interpretation of foundation skills demands. As these Units of Competency may be used across multiple qualifications and delivery contexts, ACSF alignment is provided as guidance rather than as a fixed qualification-level requirement.

This approach supports flexible packaging, contextualisation and Recognition of Prior Learning (RPL), while maintaining transparency around foundation skill expectations for trainers, assessors and learners. See Part B mapping documents

5.5 Contextualisation

The Digital Capability Units of Competency are designed to support contextualisation across industries, workplaces and learner cohorts. Core unit requirements, including outcomes, performance evidence and knowledge evidence, are fixed and must not be altered.

Contextualisation may occur through:

- Selection of workplace examples and scenarios
- Choice of tools and platforms relevant to the delivery context
- Assessment tasks aligned to local industry practices

Contextualisation must preserve the intent, scope and transferability of each unit.

5.6 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is supported through:

- the use of vertical units
- structured performance and knowledge evidence requirements
- assessment coding and mapping that supports evidence verification

Detailed RPL guidance and examples are provided in Part B

Part B: UoC OVERVIEW

1. Complete UoC List

Unit Code	Unit Title
BSBXXXX101	Develop Basic Digital Communication and Collaboration Skills
BSBXXXX102	Develop Basic Digital Content Creation Skills
BSBXXXX103	Develop Basic Digital Information Search, Evaluation and Management Skills
BSBXXXX104	Develop Basic Digital Problem Identification and Solving Skills
BSBXXXX105	Develop Basic Digital Safety, Wellbeing and Responsible Use Skills
BSBXXXX106	Develop Basic Digital AI Skills
BSBXXXX107	Develop Basic Digital Cyber Security Skills
BSBXXXX108	Develop Basic Digital Skills In the Workplace
BSBXXXX109	Develop Intermediate Digital Communication and Collaboration Skills
BSBXXXX110	Develop Intermediate Digital Content Creation Skills
BSBXXXX111	Develop Intermediate Digital Information Search, Evaluation and Management Skills
BSBXXXX112	Develop Intermediate Digital Problem Identification and Solving Skills
BSBXXXX113	Develop Intermediate Digital Safety, Wellbeing and Responsible Use Skills
BSBXXXX114	Develop Intermediate Digital AI Skills
BSBXXXX115	Develop Intermediate Digital Cyber Security Skills
BSBXXXX116	Develop Intermediate Digital Skills in the Workplace
BSBXXXX117	Develop Advanced Digital Communication and Collaboration Skills
BSBXXXX118	Develop Advanced Digital Content Creation Skills
BSBXXXX119	Develop Advanced Digital Information Search, Evaluation and Management Skills
BSBXXXX120	Develop Advanced Digital Problem Identification and Solving Skills
BSBXXXX121	Develop Advanced Digital Safety Wellbeing and Responsible Use Skills
BSBXXXX122	Develop Advanced Digital AI Skills
BSBXXXX123	Develop Advanced Digital Cyber Security Skills
BSBXXXX124	Develop Advanced Digital Skills in the Workplace
BSBXXXX125	Develop Highly Advanced Digital Communication and Collaboration Skills
BSBXXXX126	Develop Highly Advanced Digital Content Creation Skills
BSBXXXX127	Develop Highly Advanced Digital Information Search, Evaluation and Management Skills
BSBXXXX128	Develop Highly Advanced Digital Problem Identification and Solving Skills
BSBXXXX129	Develop Highly Advanced Digital Safety, Wellbeing and Responsible Use Skills
BSBXXXX130	Develop Highly Advanced Digital AI Skills
BSBXXXX131	Develop Highly Advanced Digital Cyber Security Skills
BSBXXXX132	Develop Highly Advanced Digital Skills in the Workplace
BSBXXXX133	Develop Digital Communication and Collaboration Skills
BSBXXXX134	Develop Digital Content Creation Skills
BSBXXXX135	Develop Digital Information Search, Evaluation and Management Skills
BSBXXXX136	Develop Digital Problem Identification and Solving Skills
BSBXXXX137	Develop Digital Safety, Wellbeing and Responsible Use Skills
BSBXXXX138	Develop Digital AI Skills
BSBXXXX139	Develop Digital Cyber Security Skills

2. Assessment Coding

This appendix provides assessment coding tables to demonstrate how assessment coverage is achieved across the Digital Capability Units of Competency. The coding shows alignment between unit requirements and Performance Evidence, Knowledge Evidence and Application of Knowledge and Skills, without prescribing assessment tools or methods.

Assessment Coding Legend

Code	Meaning
C	Competence Area
K	Knowledge
S	Skills
PE	Performance Evidence
KE	Knowledge Evidence

Unit Of Competency Example

Unit code	BSBXXX101
Unit title	Develop Basic Digital Communication and Collaboration Skills
Unit outcomes C - Competency Area	This unit describes the skills and knowledge required to communicate and collaborate using digital technologies in workplace contexts. Learners develop capability across six competence (C) areas: C1. Interacting through and with digital technologies • C2. Sharing through digital technologies • C3. Engaging in corporate responsibility through digital technologies • C4. Collaborating through digital technologies • C5. Digital behaviour • C6. Managing digital identity. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Knowledge (K) K - Knowledge	Required knowledge includes: • K1. Recognise differences between synchronous and asynchronous digital communication, and between digital and non-digital interactions. • K2. Identify basic features and functions of digital communication tools. • K3. Recognise key differences between human-to-human and human-to-machine interactions.

	• K4. Identify benefits and risks of sharing information and content digitally. • K5. Identify purpose, target audience, and appropriate channels for sharing information digitally. • K6. Identify examples of corporate participation online, and main purposes and functions of digital platforms and services. • K7. Recognise that digital technologies can exclude certain groups or individuals, and that laws and regulations protect the rights of users. • K8. Recognise main benefits and limitations of digital collaboration tools. • K9. Identify differences in verbal and non-verbal behaviours in digital and non-digital contexts. • K10. Recognise that some online behaviour may not be acceptable to others or may have legal consequences. • K11. Recognise features of physical and digital identities, and how digital identity functions as both authentication and data generated by online activities. • K12. Recognise that information on the internet can persist over time, contributing to digital footprints, and that digital identity protection laws protect individuals' data and privacy. • K13. Identify measures to manage digital identity.
Skills (S) S - Skills	Required skills include: • S1. Use basic features of digital communication tools to interact with individuals and groups. • S2. Share information and content using established workplace procedures. • S3. Use workplace digital platforms and services for corporate participation activities following established procedures. • S4. Participate in collaborative groups via digital tools. • S5. Use tone and visual expression in formal and non-formal digital contexts following workplace guidelines. • S6. Follow workplace procedures to manage digital identit
Application of Knowledge & Skills	At the Basic level, learners apply knowledge (K1-K13) and skills (S1-S6) across all competence areas (C1-C6) with the following characteristics: • Aut ision, following clear instructions and established workplace procedures.

K - Knowledge
S - Skills
C - Competency Areas

	• Accountability: Accountable for completing assigned communication and collaboration tasks accurately and following workplace digital communication requirements. • Context: Straightforward, routine workplace communication and collaboration tasks using workplace-approved digital tools within familiar workplace contexts. • Decision-Making: Make routine decisions about tool selection and communication methods within established guidelines; escalate to supervisor when encountering unclear requirements, technical issues, or sensitive content requiring guidance.
Assessment Requirements	
Performance evidence (PE) PE – Performance Evidence	Learners must demonstrate ability to: • PE1. communicate using digital tools and platforms both synchronously and asynchronously • PE2. share information and content securely through appropriate digital channels • PE3. participate in corporate responsibility activities and collaborative groups using workplace-approved platforms and tools • PE4. demonstrate appropriate digital behaviour and identity management Performance evidence must be demonstrated across at least two different workplace scenarios.
Knowledge evidence (KE) KE – Knowledge Evidence	Learners must demonstrate knowledge of: • KE1. types and features of digital communication and collaboration tools • KE2. benefits and risks of sharing information digitally • KE3. principles of corporate responsibility through digital technologies • KE4. appropriate digital behaviour standards • KE5. concepts of digital identity and footprint Knowledge evidence must be demonstrated across at least two different workplace scenarios.
Assessment conditions	Assessment must be conducted in a workplace or simulated environment that reflects real workplace conditions, including access to: • digital communication and collaboration platforms used in workplace contexts

	• opportunities to interact with others using digital tools and participate in collaborative activities • scenarios requiring information sharing, community participation, and identity management • organisational procedures for digital communication, security, and appropriate online behaviour • assistive technologies where 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 Companion Volume Implementation Guide.

3. Assessment Mapping

Digital Capability UoC Basic - Competency Assessment Mapping Summary

BSBXXX101 - Develop Basic Digital Communication and Collaboration Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Interacting through and with digital technologies	K1, K2, K3	S1	PE1, KE1
2. Sharing through digital technologies	K4, K5	S2	PE2, KE2
3. Engaging in corporate responsibility through digital technologies	K6, K7	S3	PE3, KE3
4. Collaborating through digital technologies	K8	S4	PE3, KE3
5. Digital behaviour	K9, K10	S5	PE4, KE4
6. Managing digital identity	K11, K12, K13	S6	PE4, KE5

BSBXXX102 - Develop Basic Digital Content Creation Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Developing digital content	K1, K2, K3	S1	PE1, KE1, KE5
2. Integrating and re-elaborating digital content	K4, K5	S2	PE2, KE2
3. Copyright and licences	K6	S3	PE3, KE3
4. Computational thinking and programming	K7, K8	S4, S5	PE4, KE4

BSBXXX103 - Develop Basic Digital Information Search, Evaluation and Management Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Searching and filtering information in digital environments	K1, K2, K3	S1, S2	PE1, KE1, KE2
2. Evaluating information credibility and relevance	K4, K5, K6, K7	S3	PE2, KE3, KE4
3. Managing and organising digital information and data	K8, K9, K10	S4, S5, S6	PE3, KE5, KE6

BSBXXX104 - Develop Basic Digital Problem Identification and Solving Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Identifying and solving technical problems	K1	S1	PE1, PE2, KE1, KE2
2. Identifying needs and digital technological responses	K2, K3	S2, S3	PE3, PE4, KE3, KE4, KE5
3. Identifying creative solutions using digital technologies	K4, K5, K6	S4, S5, S6	PE6, KE5
4. Identifying and addressing digital competence needs	K7, K8, K9	K7, K8, K9	PE5, PE6, KE6

BSBXXX105 - Develop Basic Digital Safety, Wellbeing and Responsible Use Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Protecting devices	K1, K2, K3	S1	PE1, KE1
2. Protecting personal data and privacy	K4, K5, K6	S2, S3, S4	PE2, KE2, KE3
3. Supporting wellbeing	K7, K8, K9	S5	PE3, KE4

4. Environmental impacts of digital technologies	K10, K11	S6	PE4, KE5

BSBXXX106 - Develop Basic Digital AI Skills

Competency	Knowledge	Skills	Assessment Coverage
1. AI and data awareness	K1, K2	S1	PE1, KE1, KE2
2. Questioning AI output	K3, K4	S2	PE2, KE3, KE4
3. Understanding AI risks	K5, K6	S3	PE3, KE5, KE6
4. Awareness of human-AI interaction	K7, K8	S4	PE4, KE7
5. Applied AI awareness	K9, K10	S1, S5	PE1, PE5, KE8, KE9

BSBXXX107 - Develop Basic Digital Cyber Security Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Cyber security threat awareness	K1	S1	PE1, KE1
2. Workplace security protocols	K2	S2	PE2, KE2
3. Data protection	K3	S3	PE3, KE3
4. Incident response	K4	S4	PE4, KE4
5. Security culture contribution	K5	S5	PE5, KE5

BSBXXX108 - Develop Basic Digital Skills in the Workplace

Competency	Knowledge	Skills	Assessment Coverage
1. Information search, evaluation and management	K1, K2, K3	S1, S2, S3	PE1, KE1
2. Communication and collaboration	K4, K5, K6	S4, S5, S6	PE2, KE2
3. Digital content creation	K7, K8, K9	S7, S8, S9	PE3, KE3, KE4, KE5
4. Safety, wellbeing and responsible use	K10, K11, K12, K13	S10, S11, S12	PE4, KE6, KE7
5. Problem identification and solving	K14, K15, K16	S13, S14	PE5, KE8

Summary Statistics

Unit	Total K	Total S	Competence Areas	PE Items	KE Items
BSBXXX101	13	6	6	4	5
BSBXXX102	8	5	4	4	5
BSBXXX103	10	6	3	6	5
BSBXXX104	9	9	4	6	5
BSBXXX105	11	6	4	4	5
BSBXXX106	5	12	5	5	8
BSBXXX107	5	5	5	5	5
BSBXXX108	16	14	5	5	8

Digital Capability UoC Intermediate - Competency Assessment Mapping Summary

BSBXXX109 - Develop Intermediate Digital Communication and Collaboration Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Interacting through and with digital technologies	K1, K2, K3	S1, S2	PE1, PE2, PE3 KE1
2. Sharing through digital technologies	K4	S3	PE4, PE5, KE2
3. Engaging in corporate responsibility through digital technologies	K5, K6	S4	PE6, KE3, KE4
4. Collaborating through digital technologies	K7	S5	PE7, KE1, KE5
5. Digital behaviour	K8	S6	PE5, KE6
6. Managing digital identity	K9, K10	S7	PE6, KE7

BSBXXX110 - Develop Intermediate Digital Content Creation Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Developing digital content	K1, K2	S1, S2	PE1, KE1, KE2
2. Integrating and re-elaborating digital content	K3, K4, K5	S3, S4, S5	PE2, KE3, KE4
3. Copyright and licences	K6, K7, K8, K9, K10	S6	PE3, KE5
4. Computational thinking and programming	K11, K12, K13, K14, K15	S7, S8, S9	PE4, KE6, KE7, KE8

BSBXXX111 - Develop Intermediate Digital Information Search, Evaluation and Management Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Browsing, searching and filtering information	K1	S1, S2, S3	PE1, KE1
2. Evaluating information	K2, K3,K4, K5, K6, K7	S4, S5, S6	PE2, KE2, KE3, KE4,
3. Managing information	K8, K9, K10	S7, S8, S9, S10, S11	PE3, KE5, KE6

BSBXXX112 - Develop Intermediate Digital Problem Identification and Solving Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Identifying and solving technical problems	K1, K2	S1, S2	PE1, PE2, K1
2. Identifying needs and digital technological responses	K1, K2	S3, S4	PE3, K2
3. Identifying creative solutions using digital technologies	K1, K2, K3	S5, S6	PE4, KE1, KE2, KE3
4. Identifying and addressing digital competence needs	K4	S7	PE5, KE4

BSBXXX113 - Develop Intermediate Digital Safety, Wellbeing and Responsible Use Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Protecting devices	K1	S1	PE1, KE1
2. Protecting personal data and privacy	K2, K3, K4	S2	PE2, KE2, KE3, KE4
3. Supporting wellbeing	K5, K6.K7, K8	S3, S4	PE3, KE5, KE6, KE7
4. Environmental impacts of digital technologies	K9, K10, K11	S5	PE4, KE8

BSBXXX114 - Develop Intermediate Digital AI Skills

Competency	Knowledge	Skills	Assessment Coverage
1. AI and data in action	K1, K2	S1, S2, S12	PE1, KE1
2. Evaluating AI output	K3, K4, K5	S3, S4, S5	PE2, KE2, KE3, KE4
3. Managing AI risks	K6, K7	S6, S7	PE3, KE5
4. Human-AI collaboration	K8, K9	S8, S9	PE4, KE6
5. AI integration	K10, K11	S10, S11, S12	PE5, KE7, KE8

BSBXXX115 - Develop Intermediate Digital Cyber Security Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Cyber security threat awareness	K1	S1	PE1, KE1
2. Workplace security protocols	K2	S2	PE2, KE2
3. Data protection	K3	S3	PE3, KE3
4. Incident response participation	K4	S4	PE4, KE4
5. Security culture contribution	K5	S5	PE5, KE5

BSBXXX116 - Develop Intermediate Digital Skills in the Workplace

Competency	Knowledge	Skills	Assessment Coverage
1. Information search, evaluation and management	K1, K2, K3, K4	S1, S2, S3	PE1, KE1
2. Communication and collaboration	K5, K6, K7, K8	S4, S5, S6	PE2, KE2
3. Digital content creation	K9, K10, K11, K12	S7, S8, S9, S10	PE3, KE3
4. Safety, wellbeing and responsible use	K13, K14, K15, K16,17	S11, S12, S13, S14	PE4, PE5, KE4
5. Problem identification and solving	K18, K19	S15, S16	PE6, KE6

Summary Statistics

Unit	Total K	Total S	Competence Areas	PE Items	KE Items
BSBXXX109	10	7	6	9	7
BSBXXX110	15	9	4	4	8
BSBXXX111	10	11	3	3	6
BSBXXX112	4	7	4	5	4
BSBXXX113	11	5	4	**5**	8
BSBXXX114	11	12	5	5	8
BSBXXX115	5	5	5	5	5
BSBXXX116	19	16	5	6	5

Digital Capability UoC Intermediate - Competency Assessment Mapping Summary

BSBXXX117 - Develop Advanced Digital Communication and Collaboration Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Interacting through and with digital technologies	K1, K2	S1, S2	PE1, PE2, PE3, KE1
2. Sharing through digital technologies	K3	S3	PE4, KE2
3. Engaging in corporate responsibility through digital technologies	K4, K5	S4	PE5, KE3
4. Collaborating through digital technologies	-	S5	PE6, KE4
5. Digital behaviour	K6, K7, K8	S6, S7	PE7, KE5, KE6
6. Managing digital identity	K9, K10, K11	S8	PE8, KE7

BSBXXX118 - Develop Advanced Digital Content Creation Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Developing digital content	K1, K2	S1, S2, S3	PE1, PE6, PE7, PE8, KE1
2. Integrating and re-elaborating digital content	K3, K4	S4, S5, S6	PE2, PE3, PE7, PE8, KE2, KE3
3. Copyright and licences	K5, K6	S7, S8	PE4, KE4, KE5
4. Computational thinking and programming	K7, K8, K9, K10, K11	S9, S10, S11	PE5, PE8, KE6, KE7, KE8, KE9

BSBXXX119 - Develop Advanced Digital Information Search, Evaluation and Management Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Browsing, searching and filtering information	K1	S1, S2, S3	PE1, PE2, PE8, KE1
2. Evaluating information	K2, K3, K4, K5	S4, S5, S6	PE3, PE4, PE8, KE2, KE3, KE4
3. Managing information	K6, K7	S7, S8, S9, S10, S11, S12	PE5, PE6, PE7, PE8, KE5, KE6

BSBXXX120 - Develop Advanced Digital Problem Identification and Solving Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Identifying and solving technical problems	K1, K2	S1, S2	PE1, PE2, KE1
2. Identifying needs and digital technological responses	K3, K4	S3, S4, S5	PE3, PE4, KE2, KE3
3. Identifying creative solutions using digital technologies	K5, K6	S6, S7, S8	PE5, PE6, PE8, KE4, KE5
4. Identifying and addressing digital competence needs	K7, K8, K9	S9, S10, S11	PE7, PE8, KE6, KE7, KE8

BSBXXX121 - Develop Advanced Digital Safety, Wellbeing and Responsible Use Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Protecting devices	K1, K2	S1, S2	PE1, PE2, KE1, KE2
2. Protecting personal data and privacy	K3, K4	S3, S4	PE3, PE4, KE3
3. Supporting wellbeing	K5, K6	S5, S6, S7, S8, S9	PE5, PE6, PE7, KE4, KE5
4. Environmental impacts of digital technologies	K7, K8	S10, S11	PE8, PE9, KE6

BSBXXX122 - Develop Advanced Digital Artificial Intelligence (AI) Skills

Competency	Knowledge	Skills	Assessment Coverage
1. AI and data leadership	K1	S1, S2	PE1, PE8, KE1
2. Challenging AI output	K2, K3	S3, S4, S5	PE2, PE3, KE2, KE3
3. Shaping AI risk practices	K4	S6, S7	PE4, PE5, KE4
4. Human-AI collaboration leadership	K5, K6	S8, S9, S10	PE6, PE7, KE5, KE6
5. Strategic AI integration	K7, K8	S11, S12	PE8, PE9, KE7, KE8

BSBXXX123 - Develop Advanced Digital Cyber Security Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Cyber security threat assessment	K1, K2	S1, S2, S3	PE1, PE2, KE1, KE2
2. Security implementation	K3	S4, S5	PE3, PE4, KE3
3. Data protection and privacy	K4	S6, S7, S8	PE5, PE6, KE4
4. Incident response coordination	K5	S9, S10	PE7, PE8, PE9, KE5
5. Security culture development	K6	S3, S10	PE10, PE11, KE6

BSBXXX124 - Develop Advanced Digital Skills in the Workplace

Competency	Knowledge	Skills	Assessment Coverage
1. Information search, evaluation and management	K1, K2, K3, K4	S1, S2, S3, S4	PE1, PE2, KE1 (partial)
2. Communication and collaboration	K5, K6, K7, K8	S5, S6, S7, S8	PE3, PE4, KE1 (partial)
3. Digital content creation	K9, K10, K11, K12	S9, S10, S11, S12	PE5, PE6, KE1 (partial)
4. Safety, wellbeing and responsible use	K13, K14	S13, S14, S15	PE7, KE1 (partial)

5. Problem identification and solving	K15	S16, S17, S18, S19	PE8, PE9, KE1 (partial)

SUMMARY STATISTICS

Unit	Total K	Total S	Competence Areas	PE Items	KE Items
BSBXXX117	11	8	6	8	7
BSBXXX118	11	11	4	8	9
BSBXXX119	7	12	3	8	6
BSBXXX120	9	11	4	8	8
BSBXXX121	8	11	4	9	6
BSBXXX122	8	12	5	9	8
BSBXXX123	6	10	5	11	6
BSBXXX124	15	19	5	9	5*

DIGITAL CAPABILITY UOC HIGHLY ADVANCED - COMPETENCY ASSESSMENT MAPPING SUMMARY

BSBXXX125 - Develop Highly Advanced Digital Communication and Collaboration Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Interacting through and with digital technologies	K1, K2	S1, S2, S3	PE1, PE2, KE1, KE2
2. Sharing through digital technologies	K2	S4, S5, S6	PE3, PE4, KE2
3. Engaging in corporate responsibility through digital technologies	K5	S7, S8, S9	PE5, PE6, KE5
4. Collaborating through digital technologies	K2, K3	S10, S11, S12	PE7, PE8, PE9, KE2, KE3
5. Digital behaviour	K4, K5	S13, S14, S15	PE10, PE11, KE4, KE5
6. Managing digital identity	K1, K4	S16, S17, S18	PE12, PE13, KE1, KE4

BSBXXX126 - Develop Highly Advanced Digital Content Creation Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Developing digital content	K1, K2	S1, S2, S3, S4	PE1, PE2, PE3, PE4, PE8, KE1, KE2
2. Integrating and re-elaborating digital content	K1, K2	S5, S6, S7, S8, S9	PE1, PE2, PE3, PE4, PE8, KE1, KE2

3. Copyright and licences	K3, K5	S10, S11, S12, S13	PE5, PE6, PE8, KE3, KE5
4. Computational thinking and programming	K4, K5	S14, S15, S16, S17, S18	PE7, PE8, PE9, KE4, KE5

BSBXXX127 - Develop Highly Advanced Digital Information Search, Evaluation and Management Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Browsing, searching and filtering information	K1, K6	S1, S2, S3, S4, S5	PE1, PE2, PE9, KE1, KE6
2. Evaluating information	K2, K3, K6	S6, S7, S8, S9	PE3, PE4, PE5, PE9, KE2, KE3, KE6
3. Managing information	K4, K5, K6	S10, S11, S12, S13, S14, S15	PE6, PE7, PE8, PE9, KE4, KE5, KE6

BSBXXX128 - Develop Highly Advanced Digital Problem Identification and Solving Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Identifying and solving technical problems	K1, K2, K3	S1, S2, S3	PE1, PE5, PE6, KE1, KE2, KE3
2. Identifying needs and digital technological responses	K3, K4	S4, S5	PE2, PE3, KE3, KE4
3. Identifying creative solutions using digital technologies	K5	S6, S7, S8	PE3, KE5
4. Identifying and addressing digital competence needs	K6	S9, S10, S11	PE4, PE5, PE6, KE6

BSBXXX129 - Develop Highly Advanced Digital Safety, Wellbeing and Responsible Use Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Protecting devices	K1, K2, K3, K5	S1, S2, S3, S4	PE1, PE8, KE1, KE2, KE3, KE5
2. Protecting personal data and privacy	K1, K2, K3, K4	S5, S6, S7	PE2, PE3, PE4, KE1, KE2, KE3, KE4
3. Supporting wellbeing	K2, K3, K4	S8, S9, S10, S11	PE4, PE5, PE6, KE2, KE3, KE4
4. Environmental impacts of digital technologies	K1, K4, K5	S12, S13, S14, S15	PE7, KE1, KE4, KE5

BSBXXX130 - Develop Highly Advanced Digital Artificial Intelligence (AI) Skills

Competency	Knowledge	Skills	Assessment Coverage
1. AI and data optimisation	K1, K5	S1, S2, S3	PE1, PE5, KE1, KE5
2. AI output governance	K2, K5	S4, S5, S6	PE2, PE5, KE2, KE5
3. AI risk governance	K3, K5	S7, S8, S9	PE3, PE5, KE3, KE5
4. Human-centred AI leadership	K4, K5	S10, S11, S12	PE4, PE5, KE4, KE5
5. AI integration leadership	K6	S13, S14, S15	PE5, KE6

BSBXXX131 - Develop Highly Advanced Digital Cyber Security Skills

Competency	Knowledge	Skills	Assessment Coverage
1. Security awareness and threat recognition	K1, K2, K3, K4	S1, S2, S9	PE1, PE5, KE1, KE2, KE3, KE4
2. Data security and privacy	K1, K2, K4, K5	S3, S4	PE2, PE5, KE1, KE2, KE4, KE5
3. Incident response and communication	K2, K4	S5, S6	PE3, PE4, PE5, KE2, KE4
4. Security culture and governance	K3, K4, K5	S7, S8, S9	PE5, KE3, KE4, KE5

BSBXXX132 - Develop Highly Advanced Digital Skills in the Workplace

Competency	Knowledge	Skills	Assessment Coverage
1. Information Search, Evaluation and Management	K1, K2, K3, K4	S1, S2, S3, S4	PE1, PE2, PE4, KE1, KE2, KE3, KE4
2. Communication and Collaboration	K1, K2, K3, K4	S5, S6, S7, S8	PE1, PE2, PE4, PE5, KE1, KE2, KE3, KE4
3. Digital Content Creation	K1, K2, K3, K4	S9, S10, S11, S12	PE1, PE2, PE4, PE5, KE1, KE2, KE3, KE4
4. Safety, Wellbeing and Responsible Use	K1, K2, K3, K4, K5	S13, S14, S15, S16	PE1, PE2, PE4, PE5, KE1, KE2, KE3, KE4, KE5

5. Problem Identification and Solving	K1, K2, K3, K4	S17, S18, S19, S20	PE1, PE2, PE3, PE4, PE5, KE1, KE2, KE3, KE4

Summary Statistics

Unit	Total K	Total S	Competence Areas	PE Items	KE Items
BSBXXX125	5	18	6	13	5
BSBXXX126	5	18	4	9	5
BSBXXX127	6	15	3	9	6
BSBXXX128	6	11	4	6	6
BSBXXX129	5	15	4	8	5
BSBXXX130	6	15	5	5	6
BSBXXX131	5	9	4	5	5
BSBXXX132	5	20	5	5	5

Digital Capability UoC Vertical Units - Competency Assessment Mapping Summary

BSBXXX133 - Develop Digital Communication and Collaboration Skills

Competency	Knowledge	Skills	Assessment Coverage
C1. Interacting through and with digital technologies	K1, K2, K6, K7, K11, K16, K17	S1, S4, S7, S11, S12	PE1, PE5, PE11, PE17, KE1, KE2, KE6
C2. Sharing through digital technologies	K2, K7, K12, K16, K17	S1, S5, S8, S12	PE2, PE6, PE12, PE18, KE2, KE7
C3. Engaging in organisational digital participation through digital technologies	K3, K8, K13, K16, K20	S2, S5, S8, S13	PE3, PE7, PE13, PE19, KE3, KE8, KE9, KE13
C4. Collaborating through digital technologies	K4, K9, K16, K17, K18	S2, S5, S9, S14	PE3, PE8, PE14, PE20, KE3, KE10, KE21
C5. Digital behaviour	K4, K10, K14, K16, K20	S3, S6, S9, S10, S15	PE4, PE9, PE15, PE21, KE4, KE11, KE14, KE15
C6. Managing digital identity	K5, K10, K15, K16, K20	S3, S6, S10, S15	PE4, PE10, PE16, PE22, KE5, KE12, KE16, KE17, KE18, KE23

BSBXXX134 - Develop Digital Content Creation Skills

Competency	Knowledge	Skills	Assessment Coverage
C1. Developing digital content	K1, K2, K3, K10, K11, K33, K34, K35, K37	S1, S5, S6, S7, S11, S18, S19, S20	PE1, PE5, PE9, PE15, KE1, KE6, KE7, KE22, KE23
C2. Integrating and re-elaborating digital content	K4, K5, K12, K24, K33, K35, K37	S2, S8, S13, S14, S20	PE2, PE6, PE10, PE15, KE2, KE8, KE14, KE23
C3. Copyright and licences	K6, K7, K15, K16, K17, K18, K19, K26, K27, K34, K37	S3, S9, S15, S22	PE3, PE7, PE11, PE17, KE3, KE9, KE10, KE15, KE16, KE24
C4. Computational thinking and programming	K8, K9, K20, K21, K22, K23, K25, K28, K29, K30, K31, K32, K36, K37	S4, S10, S16, S17, S23, S24	PE4, PE8, PE12, PE13, PE18, PE19, KE4, KE5, KE11, KE12, KE13, KE17, KE18, KE19, KE20, KE21, KE25, KE26

BSBXXX135 - Develop Digital Information Search, Evaluation and Management Skills

Competency	Knowledge	Skills	Assessment Coverage
C1. Browsing, searching and filtering data, information and digital content	K1, K2, K3, K4, K11, K28	S1, S4, S5, S10, S11, S18	PE1, PE4, PE7, PE13, PE14, KE1, KE2, KE7, KE19
C2. Evaluating data, information and digital content	K2, K5, K6, K7, K12, K13, K14, K15, K16, K17, K18, K22, K23, K24, K25, K29, K30	S2, S6, S7, S13, S14, S20, S21	PE2, PE5, PE8, PE14, PE16, KE3, KE4, KE8, KE9, KE10, KE13, KE14, KE15, KE16, KE20, KE21
C3. Managing data, information and digital content	K8, K9, K10, K19, K20, K21, K26, K27, K28, K29, K31, K32	S3, S8, S9, S10, S11, S15, S16, S17, S19	PE3, PE6, PE9, PE10, PE11, PE12, PE15, PE16, KE5, KE6, KE11, KE12, KE17, KE18, KE20, KE22

BSBXXX136 - Develop Digital Problem Identification and Solving Skills

Competency	Knowledge	Skills	Assessment Coverage
C1. Solving technical problems	K1, K2, K3, K14, K17	S1, S2, S4, S5, S9, S10, S16	PE1, PE2, PE5, PE6, PE9, PE10, PE13, KE1, KE2, KE11
C2. Identifying needs and technological responses	K4, K5, K6, K10, K19	S3, S6, S11, S21	PE3, PE7, PE11, PE13, KE3, KE4, KE7, KE16
C3. Creatively using digital technologies	K7, K11, K12, K15, K17	S3, S7, S12, S13, S17, S20	PE3, PE7, PE11, PE13, KE5, KE8, KE9, KE12, KE14
C4. Identifying digital competence gaps	K8, K9, K13, K16, K18, K20	S8, S14, S15, S18, S19, S22, S23	PE4, PE8, PE12, PE14, KE6, KE10, KE13, KE15, KE17

BSBXXX137 - Develop Digital Safety, Wellbeing and Responsible Use Skills

Competency	Knowledge	Skills	Assessment Coverage
C1. Protecting devices	K1, K2, K11, K18, K23, K24	S1, S4, S9, S15, S16, S17	PE1, PE5, PE9, PE13, PE14, KE1, KE2, KE7, KE15, KE16, KE21, KE22
C2. Protecting personal data and privacy	K3, K4, K5, K12, K13, K19, K23, K24, K26	S1, S5, S10, S15, S18, S19	PE2, PE6, PE10, PE15, PE17, KE3, KE4, KE8, KE9, KE10, KE17, KE22, KE23, KE24
C3. Protecting health and wellbeing	K6, K7, K8, K14, K15, K20, K21, K23, K24, K25, K26	S2, S6, S7, S11, S12, S13, S20	PE3, PE7, PE11, PE16, KE5, KE6, KE11, KE12, KE13, KE18, KE19, KE22, KE23, KE24
C4. Protecting the environment	K9, K10, K16, K17, K22, K23, K24, K25, K26	S3, S8, S14, S21	PE4, PE8, PE12, PE17, PE18, KE6, KE14, KE20, KE22, KE23, KE24

BSBXXX138 - Develop Digital Artificial Intelligence (AI) Skills

Competency	Knowledge	Skills	Assessment Coverage
C1. AI and data	K1, K6, K11, K17	S1, S6, S11, S16	PE1, PE6, PE11, PE16, KE1, KE2, KE8, KE14, KE20
C2. AI output	K2, K7, K12, K18	S2, S7, S12, S17	PE2, PE7, PE12, PE17, KE3, KE4, KE9, KE15, KE16, KE21
C3. AI risks	K3, K8, K14, K19	S3, S8, S13, S18	PE3, PE8, PE13, PE18, PE19, KE5, KE11, KE17, KE22
C4. Human-AI interaction	K4, K9, K15, K20	S4, S9, S14, S19	PE4, PE9, PE14, PE20, KE6, KE12, KE18, KE23
C5. AI application	K5, K10, K16, K21	S5, S10, S15, S20	PE5, PE10, PE15, PE21, KE7, KE13, KE19, KE24

BSBXXX139 - Develop Digital Cyber Security Skills

Competency	**Knowledge**	**Skills**	**Assessment Coverage**
C1. Cyber security threat management	K1, K6, K11, K12, K17, K18, K19, K20, K21	S1, S6, S11, S16, S17	PE1, PE6, PE11, PE16, KE1, KE6, KE11, KE12, KE17, KE18, KE19, KE20, KE21
C2. Workplace security	K2, K7, K13, K18, K19, K20, K21	S2, S7, S12, S16, S17	PE2, PE7, PE12, PE16, KE2, KE7, KE13, KE18, KE19, KE20, KE21
C3. Data protection and privacy	K3, K8, K14, K17, K18, K19, K20, K21	S3, S8, S13, S18, S20	PE3, PE8, PE13, PE17, KE3, KE8, KE14, KE17, KE18, KE19, KE20, KE21
C4. Incident response	K4, K9, K15, K18, K19, K20, K21	S4, S9, S14, S19	PE4, PE9, PE14, PE18, KE4, KE9,

			KE15, KE18, KE19, KE20, KE21
C5. Security culture	K5, K10, K16, K18, K19, K20, K21	S5, S10, S15, S20	PE5, PE10, PE15, PE19, KE5, KE10, KE16, KE18, KE19, KE20, KE21

Summary Statistics

Unit	Total K	Total S	Competence Areas	PE Items	KE Items
BSBXXX133	20	15	6	22	23
BSBXXX134	37	24	4	19	26
BSBXXX135	32	21	3	16	22
BSBXXX136	20	23	4	14	17
BSBXXX137	26	21	4	18	24
BSBXXX138	21	20	5	21	24
BSBXXX139	21	20	5	19	21

4. Unit Mapping to Australian Core Skills Framework (ACSF)

Indicative alignment to the Australian Core Skills Framework (ACSF) has been undertaken for each Unit of Competency to support RTO interpretation of foundation skills.

ACSF Core Skills Mapping – Basic Level Units

BSBXXX101 – Develop Basic Digital Communication and Collaboration Skills

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt digital communication practices based on workplace guidelines, supervisor feedback, and tool updates.
Reading	L2–3	Interpret platform user guides, workplace digital communication procedures, and basic privacy policies.
Writing	L2–3	Compose routine digital messages and document collaboration activities using appropriate workplace tone.
Oral Communication	L2–3	Participate in synchronous digital discussions and seek clarification when encountering technical issues.
Numeracy	L2	Interpret basic notification counts and message metrics where relevant to communication tasks.
Digital Competence	L2	Use workplace-approved digital communication and collaboration tools following established procedures under direct guidance.

BSBXXX102 – Develop Basic Digital Content Creation Skills

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt content creation practices based on workplace quality guidelines, supervisor feedback, and tool feature updates.
Reading	L2–3	Interpret workplace templates, style guides, content formatting procedures, and basic copyright guidelines.
Writing	L2–3	Create and edit digital documents using workplace templates and formatting standards.
Oral Communication	L2–3	Discuss content requirements with supervisors and seek guidance on quality concerns or copyright questions.
Numeracy	L2	Interpret basic file size indicators, version numbers, and simple formatting measurements where relevant to content tasks.
Digital Competence	L2	Use workplace-approved content creation tools and basic editing features following established procedures under direct guidance.

BSBXXX103 – Develop Basic Digital Information Search, Evaluation and Management Skills

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt search strategies and file management practices based on workplace procedures, supervisor feedback, and search result quality.
Reading	L2–3	Interpret search results, file properties, workplace information credibility criteria, and basic data management procedures.

Writing	L2–3	Create file names following workplace conventions and document basic information handling activities.
Oral Communication	L2–3	Discuss search results with supervisors and seek guidance on credibility concerns or file management issues.
Numeracy	L2	Interpret file sizes, folder quantities, and basic search result counts where relevant to information management tasks.
Digital Competence	L2	Use workplace-approved search tools and file management systems following established procedures under direct guidance.

BSBXXX104 – Develop Basic Digital Problem Identification and Solving Skills

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt troubleshooting approaches based on workplace procedures, supervisor feedback, and technical support guidance.
Reading	L2–3	Interpret troubleshooting guides, error messages, technical support documentation, and workplace IT procedures.
Writing	L2–3	Document technical problems and record troubleshooting steps taken using workplace reporting formats.
Oral Communication	L2–3	Describe technical problems to supervisors or IT support and seek guidance when encountering complex issues.
Numeracy	L2	Interpret basic version numbers, error codes, and system status indicators where relevant to troubleshooting tasks.
Digital Competence	L2	Use workplace-approved troubleshooting procedures and assistance tools following established guidelines under direct guidance.

BSBXXX105 – Develop Basic Digital Safety, Wellbeing and Responsible Use Skills

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt security practices and wellbeing strategies based on workplace policies, supervisor feedback, and evolving threat information.
Reading	L2–3	Interpret workplace security procedures, privacy policies, wellbeing guidelines, and basic cyber security documentation.
Writing	L2–3	Document security incidents and record personal data protection activities using workplace reporting formats.
Oral Communication	L2–3	Report security concerns to supervisors and seek guidance on privacy breaches or wellbeing issues.
Numeracy	L2	Interpret basic security indicators, screen time metrics, and data usage statistics where relevant to wellbeing and security tasks.
Digital Competence	L2	Use workplace-approved security measures and wellbeing tools following established procedures under direct guidance.

BSBXXX106 – Develop Basic Digital Artificial Intelligence (AI) Skills

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt AI tool usage based on workplace protocols, supervisor feedback, and verification requirements.
Reading	L2–3	Interpret AI-generated outputs, workplace AI use guidelines, verification procedures, and basic safety protocols.
Writing	L2–3	Document AI-assisted tasks and record verification activities using workplace reporting formats.
Oral Communication	L2–3	Discuss AI outputs with supervisors and seek guidance when encountering unclear or inappropriate content.
Numeracy	L2	Interpret basic AI confidence scores, data quality indicators, and simple performance metrics where relevant to AI tasks.
Digital Competence	L2	Use workplace-approved AI tools and verification procedures following established guidelines under direct guidance.

BSBXXX107 – Develop Basic Digital Cyber Security Skills

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt security behaviours based on workplace policies, supervisor feedback, and evolving cyber threat information.
Reading	L2–3	Interpret workplace security policies, threat identification guides, incident reporting procedures, and data classification requirements.
Writing	L2–3	Document security incidents and record threat identification activities using workplace reporting channels.
Oral Communication	L2–3	Report cyber security threats to appropriate personnel and seek guidance when encountering suspicious activity.
Numeracy	L2	Interpret basic security ratings, threat levels, and access control settings where relevant to cyber security tasks.
Digital Competence	L2	Use workplace security protocols and threat identification procedures following established guidelines under direct guidance.

BSBXXX108 – Develop Basic Digital Skills in the Workplace

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt integrated digital practices across information management, communication, content creation, security, and problem-solving based on workplace procedures and supervisor feedback.
Reading	L2–3	Interpret workplace procedures, templates, style guides, security policies, and technical documentation across multiple competence areas.
Writing	L2–3	Create digital messages, documents, and records across communication, content creation, and information management tasks using workplace formats.
Oral Communication	L2–3	Participate in digital discussions, report technical or security issues, and seek guidance across multiple competence areas.

Numeracy	L2	Interpret file metrics, notification counts, security indicators, and basic system data across integrated workplace tasks.
Digital Competence	L2	Apply digital tools and procedures across information management, communication, content creation, security, and problem-solving under direct guidance.

ACSF Core Skills Mapping – Intermediate Level Units

BSBXXX109 – Develop Intermediate Digital Communication and Collaboration Skills

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt communication strategies based on workplace frameworks, feedback from supervisors and colleagues, and varied contextual requirements across formal and informal digital environments.
Reading	L3–4	Interpret communication tool features, corporate responsibility concepts, platform economy documentation, and digital identity management guidelines.
Writing	L3–4	Develop prompts for AI systems, create communications across varied contexts, and document collaboration activities using appropriate professional tone.
Oral Communication	L3–4	Coordinate collaborative tasks, discuss tool selection with colleagues, and seek guidance on ethical considerations or unfamiliar situations.
Numeracy	L3	Interpret engagement metrics, collaboration participation data, and platform usage statistics where relevant to communication effectiveness.
Digital Competence	L3	Select and apply communication and collaboration tools independently within familiar workplace contexts, adapting approaches to different situations.

BSBXXX110 – Develop Intermediate Digital Content Creation Skills

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt content creation approaches based on workplace quality standards, audience feedback, and evolving accessibility requirements across multiple formats.
Reading	L3–4	Interpret intellectual property documentation, licensing requirements, programming concepts, accessibility guidelines, and AI ethical use principles.
Writing	L3–4	Create and edit digital content across multiple formats, document programming logic, and acknowledge re-used content appropriately.
Oral Communication	L3–4	Discuss content requirements with diverse audiences, explain accessibility needs, and seek guidance on copyright or ethical considerations.
Numeracy	L3	Interpret file specifications, resolution requirements, data formatting standards, and basic algorithmic sequences where relevant to content tasks.
Digital Competence	L3	Use content creation tools and basic programming independently, selecting appropriate formats and tools based on task requirements.

BSBXXX111 – Develop Intermediate Digital Information Search, Evaluation and Management Skills

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt search and evaluation strategies based on workplace information quality standards, feedback on credibility assessments, and evolving misinformation threats.
Reading	L3–4	Interpret search tool features, fact-checking resources, AI system functionality documentation, file organisation principles, and data management procedures.
Writing	L3–4	Apply file naming conventions, document information evaluation decisions, and record data processing activities using workplace standards.
Oral Communication	L3–4	Discuss source credibility with colleagues, explain evaluation methods, and seek guidance on complex information verification situations.
Numeracy	L3	Interpret data types, file sizes, storage capacity metrics, and basic data formulas where relevant to information management tasks.
Digital Competence	L3	Select search tools and manage information independently, applying advanced search functions and organising data across multiple storage locations.

BSBXXX112 – Develop Intermediate Digital Problem Identification and Solving Skills

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt problem-solving approaches based on technical support guidance, feedback on troubleshooting effectiveness, and evolving digital environment requirements.
Reading	L3–4	Interpret technical documentation, troubleshooting guides, human-centric design concepts, digital assistance tool capabilities, and competence development resources.
Writing	L3–4	Document technical problems, record troubleshooting steps, and articulate personal digital competence development needs using workplace formats.
Oral Communication	L3–4	Discuss technical solutions with colleagues, explain environment adjustments to support diverse needs, and seek guidance on complex technical issues.
Numeracy	L3	Interpret system performance metrics, configuration settings, software version data, and basic technical specifications where relevant to problem-solving tasks.
Digital Competence	L3	Troubleshoot technical problems independently using varied strategies, adjusting digital environments and selecting assistance tools based on context.

BSBXXX113 – Develop Intermediate Digital Safety, Wellbeing and Responsible Use Skills

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt safety and wellbeing practices based on workplace policies, evolving cyber threats, privacy legislation, and environmental sustainability requirements.

Reading	L3–4	Interpret privacy legislation concepts, AI security documentation, wellbeing resources, harmful content indicators, and environmental impact information.
Writing	L3–4	Document privacy management decisions, record wellbeing strategies, and articulate environmental sustainability actions using workplace reporting formats.
Oral Communication	L3–4	Discuss security threats with colleagues, explain privacy tools and wellbeing strategies, and seek guidance on complex safety or ethical situations.
Numeracy	L3	Interpret privacy risk ratings, wellbeing metrics, energy consumption data, and device lifecycle cost-benefit analyses where relevant to safety tasks.
Digital Competence	L3	Apply security and privacy measures independently, managing personal data across varied environments and implementing wellbeing strategies proactively.

BSBXXX114 – Develop Intermediate Digital Artificial Intelligence (AI) Skills

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt AI tool selection and verification approaches based on workplace quality standards, output accuracy feedback, and evolving risk management protocols.
Reading	L3–4	Interpret AI system functionality documentation, output evaluation criteria, bias detection procedures, verification standards, and human-AI workflow integration guidelines.
Writing	L3–4	Document AI tool selection rationale, record verification procedures, and articulate bias identification findings using workplace reporting formats.
Oral Communication	L3–4	Discuss AI output quality with colleagues, explain verification methods, and seek guidance on complex ethical considerations or unfamiliar situations.
Numeracy	L3	Interpret AI performance metrics, data quality indicators, accuracy benchmarks, and effectiveness measures where relevant to AI integration tasks.
Digital Competence	L3	Select and apply AI tools systematically, evaluating outputs independently and coordinating human judgement with AI capabilities within workplace procedures.

BSBXXX115 – Develop Intermediate Digital Cyber Security Skills

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt cyber security practices based on workplace protocols, evolving threat landscapes, incident response experiences, and security culture feedback.
Reading	L3–4	Interpret security policies, threat identification procedures, data protection requirements, incident response protocols, and security awareness materials.
Writing	L3–4	Document security incidents, record threat identification activities, and communicate security awareness information to colleagues using workplace channels.
Oral Communication	L3–4	Report security concerns to appropriate personnel, explain security procedures to colleagues, and seek guidance when encountering complex security situations.
Numeracy	L3	Interpret security threat levels, access control settings, incident frequency data, and risk assessment metrics where relevant to cyber security tasks.
Digital Competence	L3	Apply security procedures independently, recognising threats across varied workplace contexts and supporting colleagues with routine security practices.

BSBXXX116 – Develop Intermediate Digital Skills in the Workplace

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners adapt integrated digital practices across information management, communication, content creation, security, and problem-solving based on workplace standards and feedback from supervisors and colleagues.
Reading	L3–4	Interpret search strategies, communication tools, intellectual property concepts, privacy legislation, wellbeing resources, and human-centric design principles across all competence areas.
Writing	L3–4	Create communications, digital content, and documentation across information management, collaboration, content creation, and security tasks using appropriate professional formats.
Oral Communication	L3–4	Coordinate collaboration, discuss tool selection, explain ethical considerations, report security concerns, and seek guidance across multiple competence areas.
Numeracy	L3	Interpret data metrics, file specifications, security indicators, performance measures, and environmental impact data across integrated workplace tasks.
Digital Competence	L3	Apply digital tools independently across information management, communication, content creation, security, and problem-solving, adapting approaches to varied workplace contexts.

ACSF Core Skills Mapping – Advanced Level Units

BSBXXX117 – Develop Advanced Digital Communication and Collaboration Skills

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic communication approaches based on organisational objectives, stakeholder feedback, complex ethical considerations, and evolving legislative requirements for high-risk AI systems.
Reading	L4	Interpret complex communication frameworks, AI legislation regarding prohibited systems, ethical information sharing principles, digital abuse patterns, and identity management rights documentation.
Writing	L4	Develop complex AI prompts, create strategic communication plans, document ethical assessments, and articulate guidance for others on inclusive digital behaviour.
Oral Communication	L4	Lead digital events, advise others on ethical practices, facilitate challenging discussions, and identify when specialist expertise or policy development is required.
Numeracy	L4	Analyse engagement analytics, stakeholder impact metrics, event participation data, and identity management effectiveness measures where relevant to strategic communication tasks.
Digital Competence	L4	Combine communication tools strategically for complex tasks across varied contexts, leading collaboration and mentoring others with minimal guidance.

BSBXXX118 – Develop Advanced Digital Content Creation Skills

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic content creation approaches based on organisational objectives, stakeholder feedback, accessibility evaluations, and evolving copyright legislation and ethical AI practices.
Reading	L4	Interpret copyright legislation, licensing frameworks, AI ethics in training data versus generated content, machine learning algorithms, programming development steps, and user experience documentation.
Writing	L4	Create specialised digital content across complex formats, document programming logic, articulate intellectual property compliance, and provide guidance to others on ethical content practices.
Oral Communication	L4	Support others in content creation capability development, discuss complex accessibility requirements, and identify when specialist programming expertise or policy development is required.
Numeracy	L4	Analyse content performance metrics, accessibility compliance data, machine learning algorithm parameters, and automation efficiency measures where relevant to strategic content tasks.
Digital Competence	L4	Select and combine content creation tools strategically, applying computational thinking to automate tasks and evaluating solutions across varied organisational contexts.

BSBXXX119 – Develop Advanced Digital Information Search, Evaluation and Management Skills

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic information management approaches based on organisational objectives, misinformation consequences, emerging search tool capabilities, and evolving data governance requirements.
Reading	L4	Interpret advanced search functions, misinformation impact analyses, trustworthy technology indicators, artificially generated content detection methods, open data frameworks, and governance controls.
Writing	L4	Create strategic information analyses, document validation methodologies, articulate governance frameworks, and provide guidance to others on evaluation and management practices.
Oral Communication	L4	Mentor others in search and evaluation capability development, discuss complex information reliability considerations, and identify when specialist data science expertise or policy development is required.
Numeracy	L4	Analyse complex data sets, interpret big data analytics, evaluate error rates in information systems, and assess validation metrics where relevant to strategic information tasks.
Digital Competence	L4	Combine multiple search tools strategically, implementing structured information governance systems and analysing data to inform organisational decision-making across varied contexts.

BSBXXX120 – Develop Advanced Digital Problem Identification and Solving Skills

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic problem-solving approaches based on organisational objectives, technological developments, accessibility assessments, and evolving human-centric design principles.
Reading	L4	Interpret advanced troubleshooting strategies, accessibility and inclusivity assessment methods, human-centric design principles, digital competence development resources, and ethical technology frameworks.
Writing	L4	Document technical solutions, articulate capability development strategies, compile learning opportunities, and provide guidance to others on building digital confidence and autonomy.
Oral Communication	L4	Support others in problem-solving capability development, explain environment configuration rationale, and identify when specialist technical expertise or policy development is required.
Numeracy	L4	Analyse system performance metrics, evaluate configuration effectiveness data, assess technology adoption rates, and interpret competence development measures where relevant to strategic problem-solving tasks.
Digital Competence	L4	Apply advanced troubleshooting strategies across varied contexts, assessing accessibility and inclusivity while contributing to organisational problem-solving capability development.

BSBXXX121 – Develop Advanced Digital Safety, Wellbeing and Responsible Use Skills

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic safety approaches based on organisational objectives, evolving cyber security threats, legislative rights frameworks, and environmental impact evaluations.
Reading	L4	Interpret cyber security legislation, data protection and privacy rights, wellbeing and inclusion rights, harmful behaviour patterns, deceptive design indicators, and environmental impact analyses.
Writing	L4	Document security updates, articulate privacy strategies, develop wellbeing interventions, evaluate environmental impacts, and provide guidance to others on rights and protection practices.
Oral Communication	L4	Assist others in implementing protection strategies and wellbeing practices, facilitate difficult interventions, and identify when specialist security expertise or policy development is required.
Numeracy	L4	Analyse threat evolution patterns, evaluate privacy risk metrics, assess wellbeing impact data, and interpret environmental footprint measurements where relevant to strategic safety tasks.
Digital Competence	L4	Update cyber security measures strategically in response to evolving threats, managing privacy and wellbeing across varied contexts while supporting organisational capability development.

BSBXXX122 – Develop Advanced Digital Artificial Intelligence (AI) Skills

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic AI implementation approaches based on organisational objectives, system performance evaluations, ethical practice frameworks, and sustainable adoption requirements.
Reading	L4	Interpret AI implementation frameworks, output evaluation criteria, bias detection methodologies, ethical risk management approaches, human-AI collaboration strategies, and adoption sustainability plans.
Writing	L4	Document AI implementation strategies, articulate evaluation findings, develop risk management protocols, and provide guidance to others on responsible and effective AI use.
Oral Communication	L4	Lead AI adoption initiatives, support colleagues in capability development, promote responsible use practices, and identify when specialist AI expertise or policy development is required.
Numeracy	L4	Analyse AI system performance metrics, evaluate quality criteria benchmarks, assess adoption effectiveness measures, and interpret bias detection indicators where relevant to strategic AI tasks.
Digital Competence	L4	Implement AI strategically across workplace processes, coordinating human-AI collaboration and leading sustainable adoption initiatives across varied organisational contexts.

BSBXXX123 – Develop Advanced Digital Cyber Security Skills

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic cyber security approaches based on organisational objectives, emerging technology threats, incident response experiences, and security culture development requirements.
Reading	L4	Interpret emerging cyber security technologies, threat assessment frameworks, data protection compliance requirements, incident response procedures, recovery processes, and security culture strategies.
Writing	L4	Document threat assessments, articulate security implementation plans, develop incident response protocols, and provide guidance to others on protection and compliance practices.
Oral Communication	L4	Coordinate incident response activities, communicate with stakeholders during security events, promote security awareness, and identify when specialist security expertise or policy development is required.
Numeracy	L4	Analyse threat levels, evaluate risk assessment data, assess incident impact metrics, and monitor security effectiveness measures where relevant to strategic cyber security tasks.
Digital Competence	L4	Implement security measures strategically, leading data protection initiatives and coordinating incident response across varied organisational contexts with minimal guidance.

BSBXXX124 – Develop Advanced Digital Skills in the Workplace

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners adapt strategic integrated digital approaches based on organisational objectives, technological developments, misinformation consequences, ethical frameworks, and legislative requirements across all competence areas.
Reading	L4	Interpret trustworthy technology indicators, high-risk AI legislation, copyright frameworks, human-centric design principles, machine learning algorithms, cyber security rights, and open data applications across integrated contexts.
Writing	L4	Create strategic analyses, specialised content, computational solutions, security assessments, and comprehensive guidance documentation across information management, communication, content creation, security, and problem-solving tasks.
Oral Communication	L4	Lead digital initiatives, mentor others across multiple competence areas, facilitate complex ethical discussions, and identify when specialist expertise or organisational policy development is required.
Numeracy	L4	Analyse complex data sets, evaluate AI performance metrics, assess environmental impacts, interpret security effectiveness measures, and monitor capability development across integrated strategic tasks.
Digital Competence	L4	Integrate digital tools strategically across information management, communication, content creation, security, and problem-solving, leading organisational capability development with significant autonomy.

ACSF Core Skills Mapping – Highly Advanced Level Units

BSBXXX125 – Develop Highly Advanced Digital Communication and Collaboration Skills

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging developments in communication technologies, collaborative tools, digital behaviour legislation, and identity management systems to inform strategic organisational decision-making and policy formulation.
Reading	L5	Interpret complex legislative frameworks, emerging technology assessments, communication strategy design methodologies, ethical AI governance principles, and corporate responsibility compliance requirements.
Writing	L5	Develop organisational communication strategies, articulate policy frameworks, document governance approaches, and create comprehensive capability development programs across communication and collaboration domains.
Oral Communication	L5	Lead organisational transformation initiatives, advise senior stakeholders on legislative compliance, facilitate complex policy discussions, and determine when board-level approval or regulatory consultation is required.
Numeracy	L5	Evaluate complex stakeholder impact analyses, organisational transformation metrics, policy effectiveness measures, and strategic communication ROI where relevant to enterprise leadership tasks.

Digital Competence	L5	Lead organisational communication and collaboration capability development, establishing governance frameworks and driving cultural change with full autonomy and accountability.

BSBXXX126 – Develop Highly Advanced Digital Content Creation Skills

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging developments in content creation tools, copyright legislation, intellectual property frameworks, and ethical programming practices to inform strategic organisational content strategies and policy development.
Reading	L5	Interpret complex copyright and licensing legislation, emerging content technology assessments, ethical AI governance frameworks, programming methodology documentation, and accessibility compliance requirements.
Writing	L5	Develop organisational content strategies, articulate intellectual property policies, document programming governance approaches, and create comprehensive capability development programs across content creation domains.
Oral Communication	L5	Lead content transformation initiatives, advise senior stakeholders on copyright compliance, facilitate complex accessibility policy discussions, and determine when specialist legal expertise or regulatory consultation is required.
Numeracy	L5	Evaluate content performance analytics, accessibility compliance metrics, programming efficiency measures, and intellectual property risk assessments where relevant to enterprise content leadership tasks.
Digital Competence	L5	Lead organisational content creation capability development, establishing copyright governance frameworks and promoting ethical programming practices with full autonomy and accountability.

BSBXXX127 – Develop Highly Advanced Digital Information Search, Evaluation and Management Skills

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging developments in search technologies, information validation methodologies, data governance frameworks, and misinformation resilience strategies to inform strategic organisational information management policies.
Reading	L5	Interpret complex information governance frameworks, emerging search technology assessments, misinformation impact analyses, data management compliance requirements, and big data methodology documentation.
Writing	L5	Develop organisational information strategies, articulate data governance policies, document validation frameworks, and create comprehensive capability development programs across information management domains.
Oral Communication	L5	Lead information transformation initiatives, advise senior stakeholders on data governance compliance, facilitate complex information quality discussions, and determine when data science expertise or regulatory consultation is required.

Numeracy	L5	Evaluate big data analytics, information quality metrics, validation effectiveness measures, and misinformation resilience indicators where relevant to enterprise information leadership tasks.
Digital Competence	L5	Lead organisational information capability development, establishing governance frameworks and promoting resilience to misinformation with full autonomy and accountability.

BSBXXX128 – Develop Highly Advanced Digital Problem Identification and Solving Skills

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging developments in digital assistance tools, accessible technologies, training methodologies, and inclusive design principles to inform strategic organisational problem-solving approaches and capability development.
Reading	L5	Interpret complex accessibility frameworks, training design methodologies, inclusive technology assessments, competence development research, and tailored solution design approaches.
Writing	L5	Develop organisational problem-solving strategies, articulate accessibility policies, document training programs, and create comprehensive learning materials for complex digital competence development.
Oral Communication	L5	Lead problem-solving transformation initiatives, mentor others in capability development, facilitate complex accessibility discussions, and determine when specialist expertise or policy development is required.
Numeracy	L5	Evaluate accessibility compliance metrics, training effectiveness measures, problem-solving capability indicators, and competence development analytics where relevant to enterprise problem-solving leadership tasks.
Digital Competence	L5	Lead organisational problem-solving capability development, establishing inclusive technology frameworks and designing comprehensive training programs with full autonomy and accountability.

BSBXXX129 – Develop Highly Advanced Digital Safety, Wellbeing and Responsible Use Skills

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging developments in cyber security technologies, data protection legislation, wellbeing frameworks, and environmental sustainability impacts to inform strategic organisational safety and sustainability policies.
Reading	L5	Interpret complex cyber security legislation, data protection regulatory frameworks, wellbeing evidence, sustainability impact assessments, and ethical governance principles.
Writing	L5	Develop organisational safety strategies, articulate data protection policies, document wellbeing programs, and create comprehensive sustainability initiatives across digital safety domains.
Oral Communication	L5	Lead safety transformation initiatives, advise senior stakeholders on cyber security compliance, contribute to regulatory decision-making, and determine when board-level approval or legal consultation is required.

Numeracy	L5	Evaluate cyber security risk metrics, data protection compliance measures, wellbeing impact indicators, and environmental sustainability analytics where relevant to enterprise safety leadership tasks.
Digital Competence	L5	Lead organisational safety, wellbeing, and sustainability capability development, establishing comprehensive governance frameworks with full autonomy and accountability.

BSBXXX130 – Develop Highly Advanced Digital Artificial Intelligence (AI) Skills

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging developments in AI technologies, ethical governance frameworks, risk management approaches, and human-centred design principles to inform strategic organisational AI adoption and transformation initiatives.
Reading	L5	Interpret complex AI governance frameworks, ethical practice documentation, risk management methodologies, human-AI collaboration research, and regulatory compliance requirements.
Writing	L5	Develop organisational AI strategies, articulate ethical governance policies, document output evaluation frameworks, and create comprehensive capability development programs for responsible AI adoption.
Oral Communication	L5	Lead AI transformation initiatives, advise senior stakeholders on ethical AI implementation, facilitate complex governance discussions, and determine when regulatory consultation or board-level approval is required.
Numeracy	L5	Evaluate AI system performance metrics, output quality indicators, risk management effectiveness measures, and organisational capability development analytics where relevant to enterprise AI leadership tasks.
Digital Competence	L5	Lead organisational AI capability development, establishing ethical governance frameworks and promoting human-centred collaboration with full autonomy and accountability.

BSBXXX131 – Develop Highly Advanced Digital Cyber Security Skills

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging developments in cyber security technologies, threat intelligence, data security solutions, and regulatory frameworks to inform strategic organisational security governance and transformation initiatives.
Reading	L5	Interpret complex cyber security legislation, threat management frameworks, data protection compliance requirements, incident response methodologies, and security culture research.
Writing	L5	Develop organisational cyber security strategies, articulate threat management policies, document incident response frameworks, and create comprehensive capability development programs across security domains.
Oral Communication	L5	Lead cyber security transformation initiatives, advise senior stakeholders on legislative compliance, facilitate complex governance discussions, and determine when regulatory consultation or board-level approval is required.

Numeracy	L5	Evaluate threat intelligence analytics, incident response effectiveness metrics, security maturity indicators, and organisational capability development measures where relevant to enterprise cyber security leadership tasks.
Digital Competence	L5	Lead organisational cyber security capability development, establishing comprehensive governance frameworks and driving security culture change with full autonomy and accountability.

BSBXXX132 – Develop Highly Advanced Digital Skills in the Workplace

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners monitor emerging trends across search technologies, communication platforms, content creation tools, cyber security solutions, sustainability impacts, and problem-solving methodologies to inform comprehensive organisational digital strategies and transformation initiatives.
Reading	L5	Interpret complex legislative frameworks across cyber security, data protection, copyright, digital behaviour, wellbeing, inclusion, and sustainability alongside information governance, communication strategy, content quality, and capability development methodologies.
Writing	L5	Develop integrated organisational digital strategies spanning all competence areas, articulate comprehensive governance frameworks, document transformation initiatives, and create enterprise-wide capability development programs.
Oral Communication	L5	Lead organisational digital transformation initiatives across all competence areas, advise senior stakeholders on integrated compliance requirements, mentor others across multiple domains, and determine when regulatory consultation or board-level approval is required.
Numeracy	L5	Evaluate complex analytics across information quality, communication effectiveness, content performance, security maturity, wellbeing impacts, sustainability metrics, and capability development measures where relevant to enterprise digital leadership tasks.
Digital Competence	L5	Lead comprehensive organisational digital capability development across information management, communication, content creation, safety, and problem-solving, establishing integrated governance frameworks and driving cultural change with full autonomy and accountability.

ACSF Core Skills Mapping – Vertical Units

BSBXXX133 – Develop Digital Communication and Collaboration Skills

Basic Level

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt digital communication practices based on workplace guidelines, supervisor feedback, and tool updates.
Reading	L2–3	Interpret platform user guides, workplace digital communication procedures, and basic privacy policies.

Writing	L2–3	Compose routine digital messages and document collaboration activities using appropriate workplace tone.
Oral Communication	L2–3	Participate in synchronous digital discussions and seek clarification when encountering technical issues.
Numeracy	L2	Interpret basic notification counts and message metrics where relevant to communication tasks.
Digital Competence	L2	Use workplace-approved digital communication and collaboration tools following established procedures under direct guidance.

Intermediate Level

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners refine communication strategies based on engagement analytics, peer feedback, and ethical considerations in varied contexts.
Reading	L3–4	Interpret organisational monitoring policies, platform economy information, ethical collaboration frameworks, and digital rights documentation.
Writing	L3–4	Create communication plans, ethical sharing reports, professional identity statements, and collaborative task documentation across platforms.
Oral Communication	L3–4	Discuss communication strategies with colleagues, report misinformation, and seek guidance on complex ethical situations.
Numeracy	L3	Analyse digital footprint data, engagement metrics, and platform implications to inform communication decisions.
Digital Competence	L3	Select and use appropriate communication tools independently within familiar workplace contexts, developing AI prompts and managing multiple channels.

Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners evaluate communication leadership effectiveness through stakeholder feedback, organisational outcomes, and emerging digital trends.
Reading	L4	Interpret high-risk AI legislation, digital abuse reporting frameworks, identity management regulations, and advanced collaboration methodologies.
Writing	L4	Design communication strategies, ethical guidance documentation, digital event plans, and capability development materials for others.
Oral Communication	L4	Lead digital events, moderate complex discussions, advise colleagues on ethical practices, and manage challenging interactions.
Numeracy	L4	Evaluate communication effectiveness data, collaboration metrics, and AI system performance to inform strategic decisions.
Digital Competence	L4	Combine communication tools for sophisticated tasks across varied contexts with minimal guidance, developing advanced AI prompts and supporting others.

Highly Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners critically assess organisational communication capability through strategic reviews, legislative changes, and transformation outcomes.
Reading	L5	Interpret emerging communication technologies research, legislative frameworks, governance methodologies, and organisational transformation literature.
Writing	L5	Design communication frameworks, governance policies, capability-building programmes, and strategic organisational initiatives.
Oral Communication	L5	Lead strategic communication initiatives, advise on legislative compliance, and mentor others in developing leadership capabilities.
Numeracy	L5	Analyse organisational communication impact data, transformation metrics, and strategic effectiveness measures.
Digital Competence	L5	Lead innovation in communication technologies and evaluate strategic approaches for organisational transformation and governance.

BSBXXX134 – Develop Digital Content Creation Skills

Basic Level

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt content creation practices based on supervisor feedback, quality checks, and workplace template updates.
Reading	L2–3	Interpret workplace style guides, content templates, basic copyright information, and file format specifications.
Writing	L2–3	Create and edit simple digital documents, presentations, and materials using workplace formatting standards.
Oral Communication	L2–3	Discuss content requirements with supervisors and seek assistance with unfamiliar editing functions.
Numeracy	L2	Interpret basic file sizes, image dimensions, and document length requirements where relevant to content creation.
Digital Competence	L2	Use workplace content creation tools and templates following established procedures under direct guidance.

Intermediate Level

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners refine content creation approaches based on audience feedback, accessibility assessments, and ethical AI use considerations.
Reading	L3–4	Interpret intellectual property concepts, licensing types, algorithm documentation, computational thinking resources, and accessibility standards.
Writing	L3–4	Create integrated content across multiple formats, visual algorithm representations, intellectual property documentation, and attribution statements.

Oral Communication	L3–4	Discuss content requirements with stakeholders and seek guidance on copyright or ethical AI use questions.
Numeracy	L3	Analyse file optimisation data, accessibility metrics, and basic algorithm logic to inform content decisions.
Digital Competence	L3	Create and integrate content across formats independently within familiar workplace contexts, using AI systems ethically and developing basic programs.

Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners evaluate content creation effectiveness through user feedback, accessibility assessments, and alignment with copyright requirements.
Reading	L4	Interpret copyright legislation, software licensing models, machine learning documentation, automation frameworks, and human-centric design principles.
Writing	L4	Design specialised content strategies, comprehensive copyright compliance documentation, computational solutions, and capability development materials.
Oral Communication	L4	Advise colleagues on copyright application, discuss automation approaches, and support others in developing content creation capabilities.
Numeracy	L4	Evaluate algorithm performance data, automation efficiency metrics, and accessibility compliance measures to inform strategic decisions.
Digital Competence	L4	Select and combine content creation tools for specialised tasks across varied contexts with minimal guidance, automating routine processes.

Highly Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners critically assess organisational content capability through regulatory developments, emerging technologies, and transformation outcomes.
Reading	L5	Interpret regulatory developments, content ecosystem frameworks, programming methodology research, and AI ethics governance literature.
Writing	L5	Design content governance frameworks, copyright policies, computational thinking initiatives, and organisational capability-building programmes.
Oral Communication	L5	Lead specialised content initiatives, advise on regulatory compliance, and mentor others in developing advanced capabilities.
Numeracy	L5	Analyse organisational content impact data, programming effectiveness metrics, and strategic transformation measures.
Digital Competence	L5	Lead innovation in content creation technologies and evaluate strategic approaches for organisational transformation and ethical practice.

BSBXXX135 – Develop Digital Information Search, Evaluation and Management Skills

Basic Level

Core Skill	Level	How It Applies in This Unit

Learning	L2–3	Learners adapt search and filing practices based on supervisor feedback and workplace information management updates.
Reading	L2–3	Interpret search tool instructions, workplace filing procedures, basic credibility criteria, and information security guidelines.
Writing	L2–3	Document search processes, file basic information retrieval reports, and maintain simple digital organisation logs.
Oral Communication	L2–3	Discuss search challenges with supervisors and seek clarification on information credibility questions.
Numeracy	L2	Interpret basic search result counts, file sizes, and storage capacity where relevant to information management.
Digital Competence	L2	Conduct workplace searches and organise digital information following established procedures under direct guidance.

Intermediate Level

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners refine information practices based on verification outcomes, data quality assessments, and bias detection results.
Reading	L3–4	Interpret fact-checking resources, AI system bias documentation, data collection responsibilities, and misinformation frameworks.
Writing	L3–4	Create search strategies, information evaluation reports, data management plans, and verification documentation.
Oral Communication	L3–4	Discuss search strategies with colleagues and seek guidance on complex verification or ethical data handling situations.
Numeracy	L3	Analyse search effectiveness metrics, data accuracy measures, and information organisation efficiency to inform decisions.
Digital Competence	L3	Select appropriate search tools and manage digital information independently within familiar workplace contexts, using data collection tools.

Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners evaluate information management effectiveness through deep-fake detection, data governance outcomes, and strategic decision support.
Reading	L4	Interpret trustworthy technology frameworks, open data documentation, deep-fake identification methods, and data analysis methodologies.
Writing	L4	Design information management systems, data governance documentation, strategic search approaches, and capability development materials.
Oral Communication	L4	Advise colleagues on information verification, discuss data analysis approaches, and support others in developing evaluation capabilities.
Numeracy	L4	Evaluate data quality metrics, information system performance, and analysis outcomes to inform strategic decisions.
Digital Competence	L4	Combine advanced search tools and implement data management systems across varied contexts with minimal guidance, supporting others.

Highly Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners critically assess organisational information capability through emerging technologies, governance frameworks, and resilience outcomes.
Reading	L5	Interpret emerging search technology research, information validation frameworks, data governance legislation, and ecosystem design methodologies.
Writing	L5	Design information ecosystems, data governance frameworks, misinformation resilience strategies, and organisational capability-building programmes.
Oral Communication	L5	Lead information management initiatives, advise on legislative compliance, and mentor others in developing advanced capabilities.
Numeracy	L5	Analyse organisational information impact data, governance effectiveness metrics, and strategic transformation measures.
Digital Competence	L5	Lead innovation in search and information technologies and evaluate strategic approaches for organisational transformation and governance.

BSBXXX136 – Develop Digital Problem Identification and Solving Skills

Basic Level

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt problem-solving approaches based on supervisor feedback, troubleshooting outcomes, and updated procedures.
Reading	L2–3	Interpret troubleshooting guides, device manuals, workplace IT procedures, and assistive technology documentation.
Writing	L2–3	Document technical problems, record solution steps, and maintain simple problem-solving logs using workplace templates.
Oral Communication	L2–3	Discuss technical issues with supervisors, report problems to IT support, and seek assistance with unfamiliar situations.
Numeracy	L2	Interpret basic system specifications, error codes, and storage capacities where relevant to problem-solving tasks.
Digital Competence	L2	Resolve common technical problems and use digital assistance tools following established procedures under direct guidance.

Intermediate Level

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners refine problem-solving strategies based on troubleshooting success rates, ethical technology assessments, and personal capability analyses.
Reading	L3–4	Interpret human-centric design concepts, accessibility frameworks, AI system limitations documentation, and digital competence resources.
Writing	L3–4	Create troubleshooting documentation, accessibility assessment reports, personal development plans, and problem-solving strategies.
Oral Communication	L3–4	Discuss technology suitability with colleagues and seek guidance on ethical considerations or complex technical problems.

Numeracy	L3	Analyse system performance data, accessibility metrics, and personal competence assessments to inform decision-making.
Digital Competence	L3	Troubleshoot technical problems and adjust digital environments independently within familiar workplace contexts, assessing technology suitability.

Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners evaluate problem-solving effectiveness through accessibility impacts, ethical technology assessments, and capability development outcomes.
Reading	L4	Interpret ethical technology frameworks, accessibility evaluation methods, human-centric design principles, and capability development resources.
Writing	L4	Design technical solutions, accessibility improvement plans, capability development programmes, and strategic problem-solving approaches.
Oral Communication	L4	Advise colleagues on technical problems, discuss ethical technology use, and support others in developing problem-solving capabilities.
Numeracy	L4	Evaluate technology accessibility data, problem-solving effectiveness metrics, and capability development measures to inform strategic decisions.
Digital Competence	L4	Diagnose and resolve technical problems across varied contexts with minimal guidance, assessing accessibility and supporting others.

Highly Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners critically assess organisational problem-solving capability through specialised needs, training effectiveness, and transformation outcomes.
Reading	L5	Interpret specialised problem-solving frameworks, training design methodologies, accessibility governance literature, and mentoring approaches.
Writing	L5	Design specialised solutions, training programmes, accessibility governance frameworks, and organisational capability-building initiatives.
Oral Communication	L5	Lead specialised problem-solving initiatives, deliver training, and mentor others in developing advanced capabilities.
Numeracy	L5	Analyse organisational problem-solving impact data, training effectiveness metrics, and strategic transformation measures.
Digital Competence	L5	Lead innovation in problem-solving approaches and evaluate strategic solutions for organisational transformation and accessibility.

BSBXXX137 – Develop Digital Safety, Wellbeing and Responsible Use Skills

Basic Level

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt safety and wellbeing practices based on workplace guidelines, supervisor feedback, and security updates.

Reading	L2–3	Interpret workplace security procedures, privacy policies, wellbeing resources, and environmental responsibility guidelines.
Writing	L2–3	Document security incidents, record wellbeing assessments, and maintain simple environmental practice logs.
Oral Communication	L2–3	Report security concerns to supervisors and seek guidance on privacy or wellbeing questions.
Numeracy	L2	Interpret basic security metrics, data consumption measures, and energy usage where relevant to responsible digital use.
Digital Competence	L2	Apply device protection measures and wellbeing strategies following established procedures under direct guidance.

Intermediate Level

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners refine safety practices based on malware detection outcomes, privacy assessments, and wellbeing pattern analyses.
Reading	L3–4	Interpret data protection legislation, privacy tool documentation, harmful content frameworks, and sustainable practice resources.
Writing	L3–4	Create privacy management plans, wellbeing strategy documentation, environmental practice reports, and incident response records.
Oral Communication	L3–4	Discuss privacy concerns with colleagues, report harmful content, and seek guidance on complex ethical situations.
Numeracy	L3	Analyse digital usage patterns, environmental impact data, and privacy metrics to inform responsible practice decisions.
Digital Competence	L3	Manage personal data and privacy independently within familiar workplace contexts, implementing malware prevention and wellbeing strategies.

Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners evaluate safety effectiveness through cyber security updates, wellbeing interventions, and environmental impact assessments.
Reading	L4	Interpret cyber security legislation, wellbeing rights frameworks, harmful behaviour documentation, and environmental impact methodologies.
Writing	L4	Design cyber security updates, wellbeing support strategies, environmental advocacy documentation, and capability development materials.
Oral Communication	L4	Advise colleagues on safety practices, intervene in harmful situations, and support others in developing protection capabilities.
Numeracy	L4	Evaluate cyber security effectiveness data, wellbeing outcomes, and environmental impact measures to inform strategic decisions.
Digital Competence	L4	Update cyber security measures and support wellbeing across varied contexts with minimal guidance, evaluating environmental impacts.

Highly Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners critically assess organisational safety capability through emerging threats, legislative changes, and transformation outcomes.
Reading	L5	Interpret cyber security trends research, governance frameworks, wellbeing programme methodologies, and sustainability strategy literature.
Writing	L5	Design cyber security initiatives, wellbeing governance frameworks, sustainability solutions, and organisational capability-building programmes.
Oral Communication	L5	Lead cyber security initiatives, advise on policy development, and mentor others in developing advanced safety capabilities.
Numeracy	L5	Analyse organisational safety impact data, wellbeing effectiveness metrics, and strategic transformation measures.
Digital Competence	L5	Lead innovation in cyber security and wellbeing technologies and evaluate strategic approaches for organisational transformation.

BSBXXX138 – Develop Digital Artificial Intelligence (AI) Skills

Basic Level

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt AI use practices based on workplace guidelines, supervisor feedback, and verification outcomes.
Reading	L2–3	Interpret AI tool instructions, workplace AI usage policies, basic verification criteria, and safety procedures.
Writing	L2–3	Document AI tool usage, record verification checks, and maintain simple AI-assisted task completion logs.
Oral Communication	L2–3	Discuss AI outputs with supervisors, escalate unclear results, and seek guidance on oversight requirements.
Numeracy	L2	Interpret basic AI performance indicators, output accuracy metrics, and data requirements where relevant to AI tasks.
Digital Competence	L2	Use common AI tools for routine tasks following established procedures under direct guidance.

Intermediate Level

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners refine AI use strategies based on output evaluations, bias detection results, and risk management outcomes.
Reading	L3–4	Interpret AI system processing documentation, evaluation criteria, risk management protocols, and collaborative workflow frameworks.
Writing	L3–4	Create AI integration plans, output evaluation reports, risk management documentation, and performance assessment records.
Oral Communication	L3–4	Discuss AI tool selection with colleagues and seek guidance on complex ethical considerations or risk management.

Numeracy	L3	Analyse AI performance metrics, output accuracy data, and effectiveness measures to inform systematic tool selection.
Digital Competence	L3	Select and integrate AI tools systematically independently within familiar workplace contexts, coordinating human judgement with AI capabilities.

Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners evaluate AI implementation effectiveness through system performance, ethical assessments, and adoption outcomes.
Reading	L4	Interpret AI implementation frameworks, bias identification methods, ethical AI practices, and human-AI collaboration optimisation approaches.
Writing	L4	Design AI implementation strategies, ethical AI documentation, performance evaluation frameworks, and capability development materials.
Oral Communication	L4	Advise colleagues on AI system evaluation, promote ethical practices, and support others in developing AI collaboration capabilities.
Numeracy	L4	Evaluate AI system performance data, implementation effectiveness metrics, and adoption measures to inform strategic decisions.
Digital Competence	L4	Implement AI applications across varied contexts with minimal guidance, evaluating system performance and supporting organisational adoption.

Highly Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners critically assess organisational AI capability through strategic alignment, governance effectiveness, and transformation outcomes.
Reading	L5	Interpret strategic AI implementation research, governance frameworks, ethical practice methodologies, and transformation approaches.
Writing	L5	Design AI strategies, governance frameworks, ethical accountability mechanisms, and organisational capability-building programmes.
Oral Communication	L5	Lead AI adoption initiatives, advise on governance establishment, and mentor others in developing strategic AI capabilities.
Numeracy	L5	Analyse organisational AI impact data, governance effectiveness metrics, and strategic transformation measures.
Digital Competence	L5	Lead innovation in AI implementation and evaluate strategic approaches for organisational transformation and ethical governance.

BSBXXX139 – Develop Digital Cyber Security Skills

Basic Level

Core Skill	Level	How It Applies in This Unit
Learning	L2–3	Learners adapt cyber security practices based on workplace policies, supervisor feedback, and incident response experiences.

Reading	L2–3	Interpret workplace security policies, threat identification guides, data classification procedures, and incident reporting protocols.
Writing	L2–3	Document security incidents, record threat recognition, and maintain simple cyber security practice logs.
Oral Communication	L2–3	Report cyber security threats through workplace channels and seek guidance on incident response requirements.
Numeracy	L2	Interpret basic security alert counts, incident frequencies, and data classification levels where relevant to cyber security tasks.
Digital Competence	L2	Recognise workplace cyber security threats and follow security policies following established procedures under direct guidance.

Intermediate Level

Core Skill	Level	How It Applies in This Unit
Learning	L3–4	Learners refine cyber security approaches based on threat response effectiveness, data protection outcomes, and security awareness contributions.
Reading	L3–4	Interpret security procedure documentation, data protection requirements, incident response frameworks, and security awareness resources.
Writing	L3–4	Create threat response documentation, data protection records, incident escalation reports, and security awareness materials.
Oral Communication	L3–4	Discuss security procedures with colleagues, escalate concerns appropriately, and contribute to security awareness activities.
Numeracy	L3	Analyse threat frequency data, incident response times, and security effectiveness measures to inform protection decisions.
Digital Competence	L3	Recognise and respond to cyber security threats independently within familiar workplace contexts, protecting sensitive information systematically.

Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L4	Learners evaluate cyber security effectiveness through threat assessments, compliance outcomes, and capability development impacts.
Reading	L4	Interpret AI in cyber security documentation, vulnerability assessment methods, compliance requirements, and security culture strategies.
Writing	L4	Design security measures, data protection initiatives, incident response coordination plans, and capability development programmes.
Oral Communication	L4	Advise colleagues on threat mitigation, coordinate incident responses, and support others in developing cyber security capabilities.
Numeracy	L4	Evaluate threat assessment data, security effectiveness metrics, and incident management outcomes to inform strategic decisions.
Digital Competence	L4	Assess cyber security threats and implement protection measures across varied contexts with minimal guidance, coordinating incident responses.

Highly Advanced Level

Core Skill	Level	How It Applies in This Unit
Learning	L5	Learners critically assess organisational cyber security capability through emerging threats, governance effectiveness, and transformation outcomes.
Reading	L5	Interpret cyber security trends research, threat management frameworks, compliance legislation, and security culture governance methodologies.
Writing	L5	Design threat management ecosystems, data security frameworks, incident response approaches, and organisational capability-building programmes.
Oral Communication	L5	Lead cyber security initiatives, advise on governance frameworks, and mentor others in developing strategic security capabilities.
Numeracy	L5	Analyse organisational cyber security impact data, governance effectiveness metrics, and strategic transformation measures.
Digital Competence	L5	Lead innovation in cyber security technologies and evaluate strategic approaches for organisational transformation and governance.

5. Recognition of Prior Learning (RPL) Example

Component 1: Self-Assessment Tool

Purpose

This self-assessment tool assists candidates in determining their current proficiency level and identifying the evidence required for RPL assessment. Candidates should complete this honestly, as it forms the basis for their evidence portfolio.

Instructions for Candidates

1. Read each statement carefully
2. Tick the box if you can confidently perform the task WITHOUT supervision
3. Consider whether you can provide evidence (examples, documents, references) for each ticked item
4. Your target proficiency level is the highest level where you can tick ALL statements

Note: You only need to demonstrate competence at your target proficiency level. Higher-level performance inherently incorporates lower-level competencies.

Example Competence Area: Browsing, Searching And Filtering Data, Information And Digital Content

Basic Level

☐ I can conduct basic digital searches using common search engines and workplace tools

☐ I can use simple search terms and navigation features to locate relevant information

☐ I can apply basic filters to narrow down search results

☐ I understand that search results may include irrelevant or unreliable information

☐ I can follow established procedures when searching for workplace information

☐ I know when to ask for help if I cannot find the information I need

Intermediate Level

☐ I can select appropriate search tools based on what I'm looking for

☐ I can construct effective search queries using keywords and Boolean operators (AND, OR, NOT)

☐ I can use advanced search functions and filters systematically

☐ I can refine search results to distinguish between relevant and less relevant information

☐ I understand how search algorithms and AI systems affect the results I see

☐ I can explain the difference between traditional and AI-driven search tools

Advanced Level

☐ I can combine multiple search tools and strategies for complex research tasks

☐ I continuously explore and evaluate advanced functions in both familiar and new search tools

☐ I can develop strategic search approaches that integrate information from multiple sources

☐ I can assist others in developing their digital search capabilities

☐ I understand how AI systems, bias, and commercial interests shape information availability

Highly Advanced Level

☐ I can evaluate emerging digital search technologies and information systems

☐ I can design integrated search strategies for specialised information management needs

☐ I can lead initiatives that improve organisational information-finding capabilities

☐ I can build organisational capability in advanced search and information literacy

Self-Assessment Summary

Complete this section after working through all competence areas.

My current proficiency level: ☐ Basic ☐ Intermediate ☐ Advanced ☐ Highly Advanced

My target proficiency level for RPL: ☐ Basic ☐ Intermediate ☐ Advanced ☐ Highly Advanced

Evidence I can provide includes:

☐ Work samples showing search strategies and results

☐ Examples of information evaluation and fact-checking

☐ Documentation of data management systems I've created or used

☐ Reports or analyses demonstrating information interpretation

☐ Examples of supporting or training others

☐ Policies or procedures I've developed

☐ References from supervisors or colleagues

☐ Professional development records or certifications

Next Steps:

1. Review the Evidence Portfolio Guide to understand what evidence is required
2. Gather your evidence and complete the Evidence Portfolio Templates
3. Arrange for third-party verification where needed
4. Submit your completed RPL application

Component 2: Evidence Portfolio Guide and Templates

BSBXXX135 - Develop Digital Information Search, Evaluation and Management Skills

Purpose Of The Evidence Portfolio

The Evidence Portfolio is your opportunity to demonstrate that you already possess the skills and knowledge required for this unit at your target proficiency level. Quality evidence is more important than quantity.

What Is Acceptable Evidence?

Evidence must be:

- **Valid** – directly related to the unit's requirements
- **Sufficient** – covers all performance and knowledge evidence for your target level
- **Current** – from the last 3-5 years (unless demonstrating ongoing practice)
- **Authentic** – your own work, verified where necessary

Types Of Evidence

Direct Evidence (evidence you have created or been directly involved in)

- Oral questions/discussion
- Work samples and documents
- Projects you have completed
- Systems or processes you have developed
- Reports, analyses, or presentations you have prepared
- Screenshots showing your work (with confidential information removed)

- Videos or recordings of you performing relevant tasks

Indirect Evidence (evidence about your performance from others)

- Third-party reports from supervisors, managers, or colleagues
- Performance reviews or appraisals
- Workplace observations
- Letters of verification
- Professional references

Supplementary Evidence

- Professional development records
- Training certificates
- Position descriptions
- Organisational charts showing your role
- Policies or procedures you follow or have developed

Evidence Requirements By Proficiency Level

Basic Level Evidence Requirements

You must provide evidence demonstrating you can:

Performance Evidence:

PE1: Conduct straightforward digital searches using workplace tools

PE2: Make basic judgements about information credibility and relevance

PE3: Organise, store, and retrieve digital information using workplace systems

Knowledge Evidence:

KE1: Principles of digital search tools and navigation techniques

KE2: Features of AI-driven and traditional search tools

KE3: Basic criteria for assessing credibility, accuracy, and relevance

KE4: Indicators of misinformation, disinformation, and bias

KE5: File management principles

KE6: Basic privacy and security considerations

Evidence must be demonstrated across at least **two different workplace scenarios**.

Intermediate Level Evidence Requirements

You must provide evidence demonstrating you can:

Performance Evidence:

PE4: Conduct targeted digital searches using appropriate tools and advanced functions

PE5: Evaluate information credibility by identifying sources, applying fact-checking techniques, and recognising bias

PE6: Organise and manage digital information systematically using file naming conventions and data collection tools

Knowledge Evidence:

KE7: Strategies for improving search effectiveness

KE8: Methods for verifying information sources

KE9: How AI systems function, including bias and accuracy limitations

KE10: User-directing strategies in digital environments

KE11: Principles for organising, storing, and managing digital information

KE12: Ethical responsibilities in managing digital information

Evidence must be demonstrated across at least **two different workplace scenarios**.

Advanced Level Evidence Requirements

You must provide evidence demonstrating you can:

Performance Evidence:

PE7: Develop and execute strategic digital searches integrating multiple sources

PE8: Verify information through comprehensive analysis, identifying bias and deep fakes

PE9: Design, implement, and manage structured digital information systems

PE10: Analyse and interpret information to support strategic decision-making

PE11: Apply ethical, legal, and privacy considerations when handling sensitive information

PE12: Support others to develop digital search and information management capabilities

Knowledge Evidence:

KE13: Organisational impacts of misinformation, disinformation, and bias

KE14: Characteristics of trustworthy digital technologies

KE15: Methods for identifying deep fakes

KE16: Sources of error in digital information

KE17: Key steps in managing, processing, and analysing data

KE18: Features, applications, benefits, and limitations of open data and big data

Evidence must be demonstrated across at least **two different workplace scenarios**.

Highly Advanced Level Evidence Requirements

You must provide evidence demonstrating you can:

Performance Evidence:

PE13: Evaluate developments in digital search technologies to inform organisational strategy

PE14: Integrate advanced digital search and evaluation approaches for specialised needs

PE15: Design and implement comprehensive organisational strategies for data and information management

PE16: Lead initiatives that build resilience to misinformation and develop critical information capability

Knowledge Evidence:

KE19: Emerging trends in digital search technologies and information management systems

KE20: Frameworks and methodologies for information validation and data governance

KE21: Strategic approaches for promoting ethical information practices

KE22: Methods for designing integrated information ecosystems and building capability in others

Evidence must be demonstrated across at least **two different workplace scenarios**.

Target Proficiency Level: ☐ Basic ☐ Intermediate ☐ Advanced ☐ Highly Advanced

Evidence Portfolio Structure

Section 1: Candidate Information

- Completed Self-Assessment Tool
- Current CV or resume
- Position description (if applicable)

Section 2: Evidence Mapping

- Completed Evidence Mapping Table

Section 3: Direct Evidence

- Work samples organised by evidence reference number
- Explanatory notes for each piece of evidence

Section 4: Indirect Evidence

- Third-party verification forms

- References and testimonials
- Performance reviews

Section 5: Supplementary Evidence

- Professional development records
- Certificates and qualifications
- Other supporting documentation

Section 6: Declarations

- Candidate declaration of authenticity
- Third-party verification forms

Example Evidence Scenarios For each Proficiency Level

Basic Level Examples:

Competence Area 1: Searching

- Screenshots showing search queries you've used to find workplace information
- Examples of search results you've filtered or refined
- Documentation showing how you located specific files or information

Competence Area 2: Evaluating

- Examples where you checked information accuracy before using it
- Instances where you identified unreliable sources or questionable content
- Notes or emails showing you sought clarification on unclear information

Competence Area 3: Managing

- Examples of file/folder structures you've used
- Screenshots showing organised digital files
- Evidence of following backup or security procedures

Intermediate Level Examples:

Competence Area 1: Searching

- Complex search strategies you've developed
- Examples using advanced search operators or filters
- Comparison of different search tools you've used for specific purposes

Competence Area 2: Evaluating

- Examples of fact-checking you've performed
- Analysis identifying bias in sources
- Instances where you validated AI-generated content
- Reports showing how you assessed information reliability

Competence Area 3: Managing

- Data collection forms or surveys you've created
- Spreadsheet analyses you've performed
- File management systems you've established
- Examples of data you've organised across multiple platforms

Advanced Level Examples:

Competence Area 1: Searching

- Strategic research plans you've developed
- Multi-source information gathering projects
- Examples of helping colleagues develop search capabilities
- Documentation of advanced search methodologies you've applied

Competence Area 2: Evaluating

- Comprehensive information verification you've conducted
- Analysis of deep fakes or sophisticated misinformation
- Risk assessments of information sources
- Training materials you've developed on information evaluation

Competence Area 3: Managing

- Information management systems you've designed
- Data governance frameworks you've implemented
- Strategic analyses based on data interpretation
- Privacy or security protocols you've developed
- Examples of supporting others in data management

Highly Advanced Level Examples:

Competence Area 1: Searching

- Strategic reviews of search technologies

- Information management system evaluations
- Organisational search capability initiatives you've led
- Integration of new search tools or platforms

Competence Area 2: Evaluating

- Organisational frameworks for information validation
- Misinformation resilience programs you've designed
- Capability-building initiatives you've led
- Governance frameworks you've established

Competence Area 3: Managing

- Organisational data strategies you've developed
- Enterprise information management systems you've designed
- Data governance frameworks you've implemented
- Strategic initiatives based on information ecosystem design

Component 3: Competency Mapping Tool

BSBXXX135 - Develop Digital Information Search, Evaluation and Management Skills

Instructions For Assessors

1. Review the candidate's target proficiency level
2. Examine each piece of evidence provided
3. Map evidence against performance and knowledge requirements
4. Verify evidence meets quality criteria (valid, sufficient, current, authentic)
5. Identify any gaps requiring additional evidence
6. Complete the final assessment decision

Remember: Candidates demonstrating competence at a higher proficiency level inherently demonstrate lower-level competencies.

Section 1: Candidate And Assessment Information

Candidate Name: _____

Target Proficiency Level: ☐ Basic ☐ Intermediate ☐ Advanced ☐ Highly Advanced

Assessor Name: _____

Assessment Date: _____

Section 2: Performance Evidence Mapping

For each performance evidence requirement at the candidate's target level, indicate:

- Whether evidence has been provided (Y/N)
- The evidence reference number(s)
- Whether the evidence is satisfactory (S), not yet satisfactory (NYS), or not provided (NP)
- Any additional comments or notes

Basic Level Performance Evidence (Complete only if candidate's target level is Basic)

PE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
PE1	Conduct straightforward digital searches using workplace tools, search terms and navigation features to locate relevant information				
PE2	Make basic judgements about information credibility and relevance using established criteria, including checking source reliability and accuracy				
PE3	Organise, store and retrieve digital information using workplace systems, file naming conventions and folder structures, in line with security procedures				

Workplace Scenarios:

Has evidence been demonstrated across at least TWO different workplace scenarios? ☐ Yes ☐ No

Intermediate Level Performance Evidence (Complete only if candidate's target level is Intermediate)

PE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
PE4	Conduct targeted digital searches using appropriate tools, advanced functions and filters to locate specific information across varied workplace contexts				
PE5	Evaluate information credibility and reliability by identifying sources, applying fact-checking techniques, recognising bias and misinformation, and validating AI-generated content				
PE6	Organise and manage digital information systematically using file naming conventions, folder hierarchies and multiple storage				

	locations, including using data collection tools and spreadsheet functions to process information				

Workplace Scenarios:

Has evidence been demonstrated across at least TWO different workplace scenarios? ☐ Yes ☐ No

Advanced Level Performance Evidence (Complete only if candidate's target level is Advanced)

PE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
PE7	Develop and execute strategic digital searches that integrate information from multiple sources and apply advanced methodologies and tools				
PE8	Verify information relevance and credibility through comprehensive analysis, including identifying bias, misinformation and deep fakes, and validating against authoritative sources				
PE9	Design, implement and manage structured and secure digital information systems that support accessibility, collaboration and governance requirements				
PE10	Analyse and interpret information and data to support strategic decision-making				
PE11	Apply ethical, legal, and privacy considerations when handling sensitive information				
PE12	Support others to develop digital search, evaluation and information management capabilities				

Assessor Comments

Workplace Scenarios:

Has evidence been demonstrated across at least TWO different workplace scenarios? ☐ Yes ☐ No

Highly Advanced Level Performance Evidence (Complete only if candidate's target level is Highly Advanced)

PE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
PE13	Evaluate developments in digital search technologies and information				

	management systems to inform organisational strategy				
PE14	Integrate advanced digital search and systematic evaluation approaches to address specialised information needs				
PE15	Design and implement comprehensive organisational strategies for data and information management, processing and analysis				
PE16	Lead or contribute to initiatives that build resilience to misinformation and disinformation and develop critical information capability in others				

Workplace Scenarios:

Has evidence been demonstrated across at least TWO different workplace scenarios? ☐ Yes ☐ No

Component 4: Knowledge Evidence Mapping

For each knowledge evidence requirement at the candidate's target level, indicate whether satisfactory evidence has been provided.

Basic Level Knowledge Evidence (Complete only if candidate's target level is Basic)

KE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
KE1	Principles of digital search tools and navigation techniques				
KE2	Features of commonly used AI-driven and traditional digital search tools				
KE3	Basic criteria for assessing credibility, accuracy, and relevance of information				
KE4	Indicators of misinformation, disinformation and bias				
KE5	File management principles, including naming conventions and folder structures				
KE6	Basic privacy and security considerations when handling digital information				

Intermediate Level Knowledge Evidence (Complete only if candidate's target level is Intermediate)

KE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
KE7	Strategies for improving search effectiveness and distinguishing relevant from irrelevant results				
KE8	Methods for verifying information sources, including fact-checking services and pre-bunking and de-bunking approaches				
KE9	How AI systems function, including training data impacts, bias, accuracy limitations and human responsibility for validating outputs				
KE10	User-directing strategies in digital environments and their consequences				
KE11	Principles for organising, storing and managing digital information and data				
KE12	Ethical responsibilities in managing and processing digital information				

Advanced Level Knowledge Evidence (Complete only if candidate's target level is Advanced)

KE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
KE13	Organisational and operational impacts of misinformation, disinformation, bias, and filter bubbles				
KE14	Characteristics of trustworthy digital technologies, including AI systems				
KE15	Methods for identifying deep-fakes				
KE16	Sources of error or inaccuracy in digital information or data				
KE17	Key steps in managing, processing and analysing data				
KE18	Features, applications, benefits and limitations of open data and big data				

Highly Advanced Level Knowledge Evidence (Complete only if candidate's target level is Highly Advanced)

KE	Requirement	Evidence Provided (Y/N)	Evidence Reference(s)	Assessment (S/NYS/NP)	Assessor Comments
KE19	Emerging trends and developments in digital search technologies and information management systems				
KE20	Frameworks and methodologies for information validation and data governance				
KE21	Strategic approaches for promoting ethical information practices and organisational resilience to misinformation				
KE22	Methods for designing integrated information ecosystems and building capability in others				

Component 5: Evaluating Evidence Quality

What Constitutes Sufficient Evidence

Sufficient evidence for RPL must demonstrate that the candidate meets the full requirements of the unit and can perform consistently in relevant workplace contexts.

Sufficient evidence:

- Directly addresses **multiple unit requirements**
- Provides **clear workplace context** showing how the work was performed
- Demonstrates **integrated application of skills and knowledge**
- Shows **outcomes and impacts**, not just participation or activity
- Is **current, authentic and verifiable**, including third-party verification where appropriate

What Constitutes Sufficient Evidence?

- Directly addresses multiple unit requirements
- Provides clear context showing how the work was performed
- Demonstrates integrated application of skills and knowledge
- Shows outcomes and impacts, not just activities
- Is verified by credible third parties where appropriate

Examples by Competence Area:

C1: Searching and Filtering

Basic Level:

- Screenshots showing search strategies with explanatory notes
- Work samples showing information located through digital search
- Supervisor verification of search capabilities

Intermediate Level:

- Documentation of complex search strategies
- Examples showing use of advanced search operators and filters
- Comparison of different search tools used for specific purposes

Advanced Level:

- Strategic research plans integrating multiple sources
- Documentation of search methodologies developed for team use
- Training materials on advanced search techniques

Highly Advanced Level:

- Evaluation reports on search technologies
- Strategic recommendations for information management systems
- Capability-building program designs

C2: Evaluating Information

Basic Level:

- Examples of checking information against established criteria
- Notes showing identification of unreliable sources
- Documentation of seeking clarification on questionable information

Intermediate Level:

- Detailed fact-checking analysis
- Reports identifying bias in sources
- Documentation of AI content validation processes

Advanced Level:

- Comprehensive verification methodology documentation
- Deep-fake identification examples
- Risk assessments of information sources
- Training materials on evaluation techniques

Highly Advanced Level:

- Organisational information validation frameworks
- Misinformation resilience program designs

- Governance frameworks for critical evaluation

C3: Managing Information

Basic Level:

- File/folder structure screenshots with explanations
- Documentation of following backup procedures
- Examples of organised digital information

Intermediate Level:

- Data collection forms or surveys created
- Spreadsheet analyses performed
- Cross-platform information management examples

Advanced Level:

- Information management systems designed
- Data governance protocols developed
- Strategic analyses based on data interpretation

Highly Advanced Level:

- Enterprise information management strategies
- Data governance frameworks
- Capability-building program documentation

Section 4: Proficiency Level Indicators

Use these indicators to determine if evidence demonstrates the appropriate proficiency level:

Basic Level Indicators:

- Works under direct guidance and supervision
- Follows clear instructions and established procedures
- Performs straightforward routine tasks
- Escalates unfamiliar situations
- Accountable for completing assigned tasks accurately

Evidence should show:

- Following established workplace procedures
- Seeking assistance when needed
- Basic application of tools and techniques
- Limited decision-making autonomy

Intermediate Level Indicators:

- Works with some autonomy under limited supervision
- Makes informed decisions in varied tasks of moderate complexity
- Accountable for quality of own work
- Supports others with routine tasks
- Seeks guidance for unfamiliar situations or ethical considerations

Evidence should show:

- Selecting appropriate tools and approaches
- Making decisions within defined parameters
- Adapting procedures to different contexts
- Beginning to support others

Advanced Level Indicators:

- Works with significant autonomy and initiative
- Makes strategic decisions requiring analysis across diverse contexts
- Accountable for outcomes of own and others' work
- Guides others and contributes to capability development
- Identifies when specialist expertise is required

Evidence should show:

- Complex problem-solving and strategic thinking
- Designing systems or approaches
- Leading or coordinating initiatives
- Developing capability in others
- Assessing when to escalate to specialists

Highly Advanced Level Indicators:

- Works independently with full accountability
- Exercises leadership in strategy development and organisational transformation
- Accountable for organisational capability and strategic outcomes
- Leads initiatives and establishes governance frameworks
- Drives cultural change
- Determines when external expertise or board-level approval is required

Evidence should show:

- Organisational-level strategy development
- Governance framework design
- Leading transformation initiatives
- Building organisational capability
- Strategic evaluation of emerging developments

6: Recommended Resources and References

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UNESCO. (2025). *Digital competence framework for citizens 2.2*. UNESCO Knowledge Hub. https://www.unesco.org/sdg4education2030/en/knowledge-hub/digital-competence-framework-citizens-22

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