Australian Government

# BSBDIG303X Develop Intermediate Digital Content Creation Skills

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**Release: 1**

# BSBDIG303X Develop Intermediate Digital Content Creation Skills

## Modification History

| Release | Comments |
|---|---|
| 1 | This unit of competency was first released in BSB Business Services Training Package Release 9.0. |

## Unit outcomes

This unit describes the skills and knowledge required to create, modify and manage digital content in workplace contexts. It applies to learners across all industries, who create, adapt and share digital content as part of their day-to-day work.

The primary purpose of this unit is to develop intermediate and employability digital capabilities that support participation in the digital workplace and underpin further vocational training. It is delivered with limited supervision, using varied workplace tasks of moderate complexity, at an intermediate level.

Learners develop capability across four competence areas:

- Developing digital content
- Integrating and adapting digital content
- Copyright and licences
- Computational thinking and programming.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Knowledge

On successful completion of this unit, learners will have intermediate knowledge of:

- Benefits, limitations and ethical considerations in the use of digital technologies for content creation
- Strategies that support efficient digital content creation including but not limited to templates and appropriate sequencing of tasks
- Structure, format and audience requirements of digital content integration or adaptation tasks
- Ethical and transparent practices in digital content integration and adaptation, acknowledging re-used digital content, and disclosure and attribution of AI-generated content from generative Artificial Intelligence (AI) systems
- Intellectual property concepts in digital contexts including but not limited to copyright, trademark, design and patent


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- Common licence types and purposes in digital contexts
- Examples of plagiarism in digital contexts, where copyright applies, and the legal, ethical and commercial consequences of intellectual property violations
- Algorithm concepts, the general steps in computational thinking, and basic programming concepts
- Common programming languages and automation tools, and their range of potential workplace applications
- How machine learning is applied, selected and verified in workplace automation and AI systems.

## Skills

On successful completion of this unit, learners will have skills to:

- Create and edit digital content across multiple formats using a range of digital content creation tools
- Identify audience needs, including inclusivity and accessibility requirements, and apply appropriate adjustments
- Adjust, integrate or transform digital content to meet format, structure and audience requirements
- Modify or transform digital textual, numeric or visual representations to accurately convey meaning
- Enhance or integrate existing digital content using digital technologies selectively, ethically and transparently, including appropriate disclosure and attribution of AI-generated content
- Apply legal and ethical guidelines appropriately when using, re-using and sharing digital content
- Recognise steps in routine workplace processes that could be supported by automation tools, using computational thinking
- Configure simple automation features available in workplace digital tools, applying basic logic and control structures
- Create visual representations including but not limited to flowcharts to illustrate routine workplace processes or basic algorithms.

## Application of Knowledge & Skills

Learners apply their knowledge and skills with limited supervision, following established workplace frameworks and procedures.

This applies to varied workplace content creation tasks of moderate complexity, adapting approaches to different contexts while working within organisational guidelines.

Learners will follow:

- Established workplace frameworks and procedures for content creation


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- Escalation processes when encountering unfamiliar situations, ethical considerations, or requirements beyond established procedures.

Learners are responsible for:

- Making informed decisions about content formats, accessibility requirements and ethical AI use within defined parameters.

Learners are accountable for:

- The quality and effectiveness of their own digital content creation work, including selecting appropriate content creation tools and strategies to achieve workplace outcomes within defined parameters, and supporting others with routine content creation tasks.

## Pre-requisite unit(s)

No pre-requisite units

## Competency field(s)

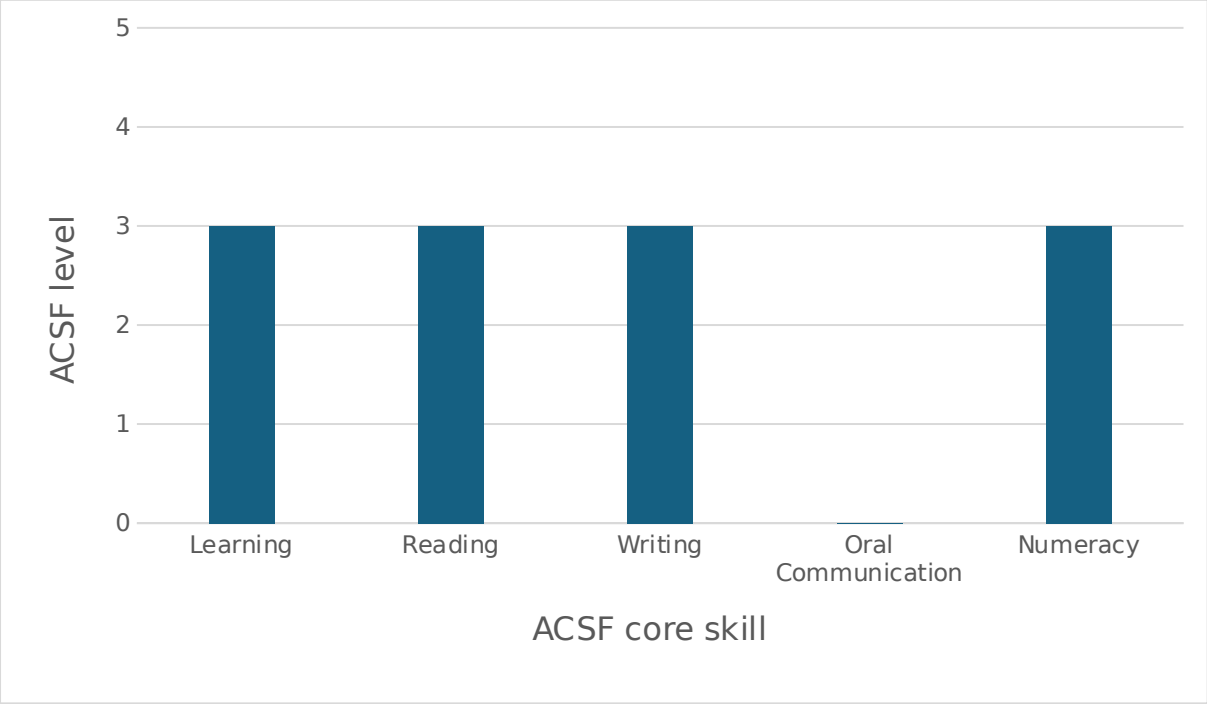
Digital Competence

## Unit sector(s)

Digital Capability

## Foundation skills

The foundation skills in this unit are outlined below




| Core Skills | ACSF Indicators and Performance Features |
|---|---|


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| | |
|---|---|
| Learning | Plans, implements and adjusts processes and applies strategies in less familiar contexts.<br>Taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations. |
| Reading | Evaluates and integrates information across familiar and some unfamiliar texts.<br>Understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source. |
| Writing | Communicates relationships between ideas in a style suited to audience and purpose.<br>A range of text types with appropriate structures, interrelating ideas and information and varying language for the audience. |
| Oral Communication | No ACSF level assigned. |
| Numeracy | Selects and interprets mathematical information partly embedded in tasks and texts.<br>Interpreting everyday mathematical information embedded in familiar, routine texts, tables and charts. |

## Range of conditions

N/A

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# Assessment Requirements for BSBDIG303X Develop Intermediate Digital Content Creation Skills

## Performance Evidence

Learners must demonstrate ability to:

- Create and edit digital content across multiple formats using a range of tools, for a defined audience and addressing accessibility needs
- Modify, integrate and adapt existing digital content for a workplace task, using AI systems ethically and disclosing AI-generated content
- Use and share digital content for a workplace task in line with copyright, licensing and intellectual property requirements
- Apply computational thinking to a routine workplace process, creating a visual representation of the process or a basic algorithm, and identifying automation opportunities.

## Knowledge Evidence

Learners must demonstrate intermediate knowledge of:

- The benefits, limitations and ethical considerations of using digital technologies for content creation, and strategies that support efficient content creation including but not limited to templates and task sequencing
- The structure, format and audience requirements for content integration and adaptation tasks, including ethical and transparent practices including but not limited to acknowledging re-used content and disclosing AI-generated content
- Intellectual property concepts including copyright, trademark, design and patent, common licence types, and the legal, ethical and commercial consequences of plagiarism and intellectual property violations
- Computational thinking and algorithm concepts, common programming languages and automation tools, and how machine learning is applied, selected and verified in workplace automation and AI systems.

## Assessment Conditions

N/A

## Mandatory Workplace Requirements

Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.

## Unit Mapping Information

| Previous Code and Title | Equivalence | Comments |
|---|---|---|
| | Newly created | This unit has been created to |



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| | | |
|---|---|---|
| | | address a skill or task required by industry that is not covered by an existing unit of competency |

# Links

Companion volumes, including implementation guides, are found on the national training register - https://training.gov.au/training/details/BSB.

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