Australian Government

BSBDIG308X Develop Intermediate Digital Skills in the Workplace

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Release: 1

BSBDIG308X Develop Intermediate Digital Skills in the Workplace

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 apply digital capabilities in an integrated way across multiple competence areas in workplace contexts. It applies to learners across all industries, who draw on digital information, communication, content, safety and problem-solving skills together 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 integrated capability across five competence areas:

- Information search, evaluation and management
- Communication and collaboration
- Digital content creation
- Safety, wellbeing and responsible use
- Problem identification and solving.

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:

- Search strategies for improving relevance of digital results, evaluation of source credibility and Artificial Intelligence (AI) system limitations
- Approaches for organising digital files across devices, external storage and cloud services
- Features and functions of digital communication and collaboration tools, AI-enabled functionalities and ethical human-AI collaboration, and appropriate use contexts
- Ethical responsibilities for sharing information, digital participation in workplace and community activities, and key rights and responsibilities under digital laws and regulations

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- Benefits, limitations and ethical considerations of using digital technologies for content creation
- Structure, format and audience requirements for digital content integration and adaptation
- Intellectual property concepts in digital contexts (including but not limited to copyright, trademark, design and patent), and computational thinking and algorithm concepts
- Key concepts of cyber security, including types of threats, protective practices, AI-enhanced threats and AI cyber security
- applications, and the data protection and privacy legislation that governs organisational and personal responsibilities
- Sources of wellbeing support, impacts of harmful content and behaviour, and environmental impacts of digital technologies including but not limited to data centres, e-commerce and AI systems
- Human-centric design principles, and the strengths, limitations and ethical considerations of digital technologies in supporting human creativity and problem-solving.

Skills

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

- Select appropriate digital search tools and translate information needs into effective digital search queries
- Apply strategies to identify and discard unreliable sources and content
- Apply naming conventions and folder hierarchies, and manage files across devices, external storage and cloud services
- Select communication tools suited to varied contexts and use multiple features to interact with individuals and groups
- Identify risks, benefits and ethical implications of sharing information, and report misinformation and disinformation
- Select collaboration tools aligned to goals, create and manage simple collaborative tasks, and contribute effectively
- Create and edit digital content across multiple formats using a range of tools
- Identify inclusivity and accessibility requirements and edit content to meet audience needs
- Interact with AI systems purposefully and ethically to support content creation, including disclosure and attribution of AI-generated content
- Apply legal and ethical guidelines when using and sharing digital content
- Apply prevention techniques to protect devices and data, including using passwords, two-factor authentication and access controls
- Manage personal data and privacy across digital environments using appropriate tools

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- Review and adapt personal digital usage patterns to support wellbeing
- Implement strategies to respond to harmful behaviour and content
- Troubleshoot technical problems using human-assisted and technology-assisted strategies and adjust digital environment features to meet personal and others' needs, including informed use of digital assistance tools.

Application of Knowledge & Skills

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

This applies to varied workplace digital tasks of moderate complexity, requiring integration of capabilities and adapting approaches to different contexts while working within organisational guidelines and professional standards.

Learners will follow:

- Established workplace frameworks and procedures across all competence areas
- Escalation processes when encountering unfamiliar situations, ethical considerations, or requirements beyond established procedures.

Learners are responsible for:

- Making informed decisions within defined parameters, and exercising judgement about when to act independently and when to seek guidance.

Learners are accountable for:

- The quality and effectiveness of their own digital work outputs across all competence areas, and providing routine digital assistance to others when required.

Pre-requisite unit(s)

No pre-requisite units

Competency field(s)

Digital Competence

Unit sector(s)

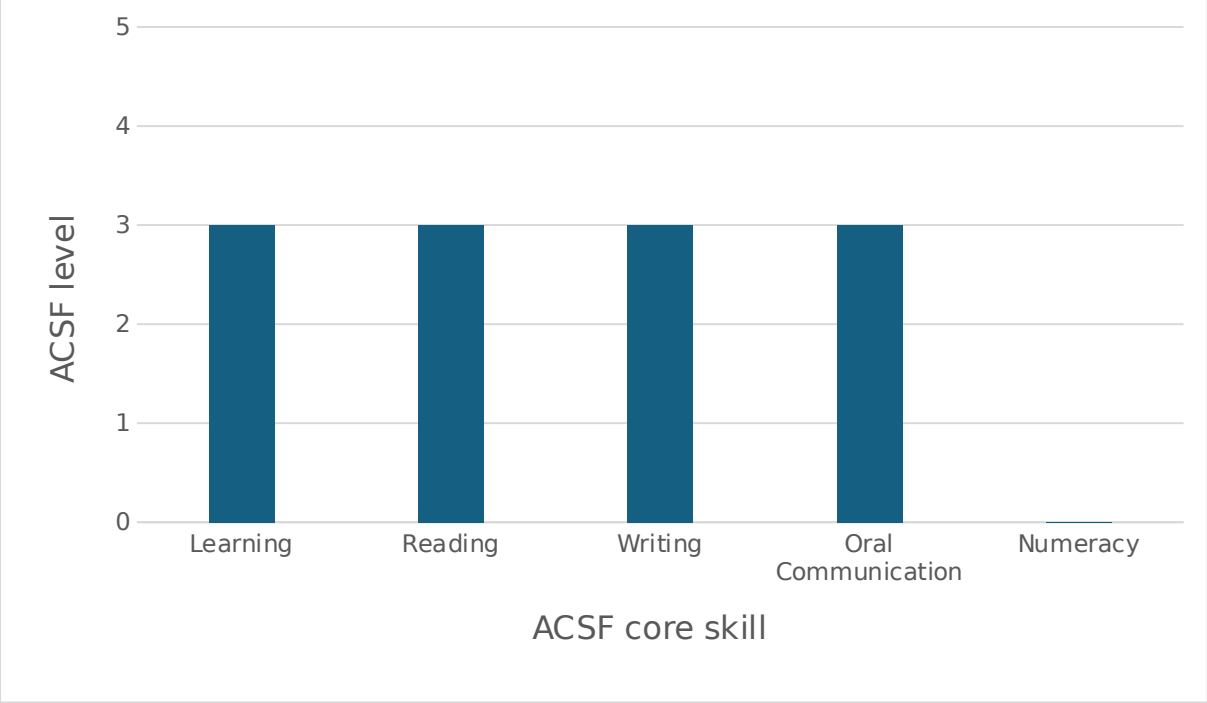
Digital Capability

Foundation skills

The foundation skills in this unit are outlined below

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Core Skills	ACSF Indicators and Performance Features
Learning	Plans, implements and adjusts processes and applies strategies in less familiar contexts. 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. 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. A range of text types with appropriate structures, interrelating ideas and information and varying language for the audience.
Oral Communication	Establishes and maintains spoken communication in familiar and some unfamiliar contexts. Using structure and register for a range of purposes, including explaining, instructing and problem solving in everyday situations.
Numeracy	No ACSF level assigned.

Range of conditions

N/A

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Assessment Requirements for BSBDIG308X Develop Intermediate Digital Skills in the Workplace

Performance Evidence

Learners must demonstrate ability to:

- Conduct and document targeted information searches, including the criteria used to evaluate source credibility and the organisation of information for workplace use
- Coordinate, contribute to and document digital communication and collaboration activities across at least two tools or platforms, demonstrating ethical information sharing and appropriate responses to misinformation, disinformation and risks
- Create and edit at least two digital content items across different formats, edited to meet accessibility and audience requirements, with evidence of ethical AI interaction, including disclosure and attribution of AI-generated content where applicable, and application of intellectual property principles
- Implement security threat prevention and privacy measures for a workplace task, and review, adapt and record digital usage in response to wellbeing considerations and harmful content
- Resolve at least one technical problem using human-assisted or technology-assisted strategies, with adjustments of digital environment settings to meet personal or others' needs.

Knowledge Evidence

Learners must demonstrate intermediate knowledge of:

- Search strategies for improving the relevance of digital results, methods for evaluating source credibility and recognising AI system limitations, and approaches for organising digital files across devices, external storage and cloud services
- The features and functions of digital communication and collaboration tools, including AI-enabled functionalities and ethical human-AI collaboration, the ethical responsibilities for sharing information, and key rights and responsibilities under digital laws and regulations
- The benefits, limitations and ethical considerations of using digital technologies for content creation, structure, format and audience requirements for integration and adaptation, and related intellectual property and computational thinking concepts
- Key cyber security and data protection concepts, including AIenhanced threats and applications, sources of wellbeing support, the impacts of harmful content and behaviour, and the environmental impacts of digital technologies
- Human-centric design principles and the strengths, limitations and ethical considerations of digital technologies in supporting human creativity and problem-solving.

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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 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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