Companion Volume Implementation Guide

BSB Business Services Training Package

(Version 9.0)

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Overview information

Version control and modification history

Version Number	Release date	Comments
Version 9.0	November 2026	**Addition of stand-alone Units of Competency for Digital Capability Units of Competency for BSB Business Services Training Package 9.0** • BSBDIG201X Develop Basic Digital Information Search, Evaluation and Management Skills • BSBDIG202X Develop Basic Digital Communication and Collaboration Skills • BSBDIG203X Develop Basic Digital Content Creation Skills • BSBDIG204X Develop Basic Digital Safety, Wellbeing and Responsible Use Skills • BSBDIG205X Develop Basic Digital Problem Identification and Solving Skills • BSBDIG206X Develop Basic Digital Artificial Intelligence (AI) Skills • BSBDIG207X Develop Basic Digital Cyber Security Skills • BSBDIG208X Develop Basic Digital Skills in the Workplace • BSBDIG301X Develop Intermediate Digital Information Search, Evaluation and Management Skills • BSBDIG302X Develop Intermediate Digital Communication and Collaboration Skills • BSBDIG303X Develop Intermediate Digital Content Creation Skills • BSBDIG304X Develop Intermediate Digital Safety, Wellbeing and Responsible Use Skills • BSBDIG305X Develop Intermediate Digital Problem Identification and Solving Skills • BSBDIG306X Develop Intermediate Digital Artificial Intelligence (AI) Skills • BSBDIG307X Develop Intermediate Digital Cyber Security Skills • BSBDIG308X Develop Intermediate Digital Skills in the Workplace • BSBDIG401X Develop Advanced Digital Information Search, Evaluation and Management Skills

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		• BSBDIG402X Develop Advanced Digital Communication and Collaboration Skills • BSBDIG403X Develop Advanced Digital Content Creation Skills • BSBDIG404X Develop Advanced Digital Safety, Wellbeing and Responsible Use Skills • BSBDIG405X Develop Advanced Digital Problem Identification and Solving Skills • BSBDIG406X Develop Advanced Digital Artificial Intelligence (AI) Skills • BSBDIG407X Develop Advanced Digital Cyber Security Skills • BSBDIG408X Develop Advanced Digital Skills in the Workplace • BSBDIG501X Develop Highly Advanced Digital Information Search, Evaluation and Management Skills • BSBDIG502X Develop Highly Advanced Digital Communication and Collaboration Skills • BSBDIG503X Develop Highly Advanced Digital Content Creation Skills • BSBDIG504X Develop Highly Advanced Digital Safety, Wellbeing and Responsible Use Skills • BSBDIG505X Develop Highly Advanced Digital Problem identification and Solving Skills • BSBDIG506X Develop Highly Advanced Digital Artificial Intelligence (AI) Skills • BSBDIG507X Develop Highly Advanced Digital Cyber Security Skills • BSBDIG508X Develop Highly Advanced Digital Skills in the Workplace
	November 2026	**Addition to BSB30726 Certificate III in Work Health and Safety** • New Qualification template with an addition of 1 elective Unit of Competency to the BSB30726 Certificate III in Work Health and Safety. • Addition of new elective unit of competency BSBWHS312X Apply safe and respectful workplace practices. **Upgrade of qualification 5 superseded Units of Competency** Superseded: • CPPWMT3044A Identify wastes and hazards

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		• Superseded by CPPWMT3003 Identify and respond to hazards and emergencies in waste management (not equivalent) Superseded: • MEM13001B Perform emergency first aid • Superseded by MEM13001 Perform emergency first aid (equivalent) Superseded: • RIIVEH305E Operate and maintain a four-wheel drive vehicle • Superseded by RIIVEH305F Operate and maintain a four wheel drive vehicle (equivalent) Superseded: • RIIWHS202D Enter and work in confined spaces • Superseded by RIIWHS202E Enter and work in confined spaces (equivalent) Superseded: • RIIWHS204D Work safely at heights • Superseded by RIIWHS204E Work safely at heights (equivalent)
Version 8.1	July 2025	**Upgrade of skill set superseded Units of Competency.** • BSBSS00124 Workplace IT Foundations Skill Set • This version replaces the one superseded unit of competency: ICTICT221 Identify and use basic current industry specific technologies.
Version 8.0	January 2022	**AISC endorsement of the following BSB components** **Two qualifications revised into one qualification** BSB41021 Certificate IV in Aboriginal and Torres Strait Islander Governance. **Units of competency** 11 newly created units of competency: • BSBFNG409 Comply with Aboriginal and Torres Strait Islander organisation director obligations • BSBOPS407X Support organisational response to disruption • BSBOPS506X Plan for organisational disruption • BSBOPS507X Manage organisational response to disruption • BSBXCS304 Apply cyber hygiene best practices

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		• BSBXCS305 Identify and assess cyber security insider threats and risks • BSBXCS306 Apply own techniques to prevent cyber security insider threats • BSBXCS406 Develop cyber security insider threat and risk response plans • BSBXCS407 Develop cyber hygiene best practice plan • BSBXCS408 Develop employee cyber security risk profiles • BSBXCS409 Plan and implement organisational cyber security insider threat prevention strategies **27 units revised to become eight units of competency** • BSBFNG401 Plan and chair Aboriginal and Torres Strait Islander organisation board meetings • BSBFNG402 Interact with Aboriginal and Torres Strait Islander organisation members and the community • BSBFNG403 Participate as a board member of an Aboriginal and Torres Strait Islander organisation • BSBFNG404 Maintain and protect cultural values in an Aboriginal and Torres Strait Islander organisation • BSBFNG405 Review and apply the constitution in an Aboriginal and Torres Strait Islander organisation • BSBFNG406 Assist in developing and implementing Aboriginal and Torres Strait Islander organisational policies • BSBFNG407 Oversee asset management in an Aboriginal and Torres Strait Islander organisation • BSBFNG408 Represent an Aboriginal and Torres Strait Islander organisation **Skills Service Organisation (SSO) upgrade of the following components** **Skill sets** Five newly created skill sets: • BSBSS00130 Workplace Cyber Security Foundations Skill Set • BSBSS00131 Workplace Cyber Security Threat and Risk Prevention Skill Set • BSBSS00132 Organisational Disruption Management Skill Set • BSBSS00133 Organisational Disruption Support Skill Set

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		• BSBSS00134 Aboriginal and Torres Strait Islander Governance Foundations Skill Set **Qualifications** Minor updates were made to seven qualifications from the *BSB Business Services Training Package* Version 7.2 • BSB30120 Certificate III in Business • BSB30719 Certificate III in Work Health and Safety • BSB40320 Certificate IV in Entrepreneurship and New Business • BSB40520 Certificate IV in Leadership and Management • BSB50420 Diploma of Leadership and Management • BSB50620 Diploma of Marketing and Communication • BSB60520 Advanced Diploma of Marketing and Communication **Units of competency** Minor updates were made to seven units of competency from the *BSB Business Services Training Package* Version 7.2 • BSBCMM412 Lead difficult conversations • BSBHRM612 Contribute to the development of employee and industrial relations strategies • BSBINS501 Implement information and knowledge management systems • BSBLEG522 Apply legal principles in contract law matters • BSBSTR801 Lead innovative thinking and practice • BSBTEC501 Develop and implement an e-commerce strategy • BSBWHS415 Contribute to implementing WHS management systems.
Version 7.2	April 2021	**AISC endorsement of the following BSB components** **Unit of competency** One new unit of competency was created for this *BSB Business Services Training Package* Version 7.2: • BSBWHS432X Contribute to organisational mental health response in the context of disruptive events. **The following BSB components were added to the *BSB Business Services Training Package* Version 7.2 as part of an SSO upgrade:** **Qualifications** Two qualifications were updated to include newly created unit BSBWHS432X Contribute to organisational mental health response in

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		the context of disruptive events in their elective unit lists: • BSB40520 Certificate IV in Leadership and Management • BSB50420 Diploma of Leadership and Management. **Skill sets** One new skill set was created: • BSBSS00129 Cross-Sector Mental Health and Organisational Disruption Skill Set
Version 7.1	February 2021	**The following BSB component has been updated.** The qualification contained an imported unit of competency identified as having zero enrolments over the last three years and directed for deletion by the AISC: **Qualification** Minor update was made to 1 qualification from the *BSB Business Services Training Package* Version 7.0: • BSB50920 Diploma of Quality Auditing. Minor updates were made to the following BSB components to resolve typographical errors in the BSB Business Services Training Package Version 7.0: **Units of competency** Minor updates were made to six units of competency from the *BSB Business Services Training Package* Version 7.0: • BSBHRM414 Use human resources information systems • BSBLDR522 Manage people performance • BSBMKG439 Develop and apply knowledge of communications industry • BSBMKG546 Develop social media engagement plans • BSBPMG422 Apply project quality management techniques • BSBPMG424 Apply project human resources management approaches • BSBPMG425 Apply project information management and communications techniques • BSBSTR601 Manage people performance. **Qualification** Minor updates were made to three qualifications from the *BSB Business Services Training Package* Version 7.0: • BSB20120 Certificate II in Workplace Skills • BSB40520 Certificate IV in Leadership and Management

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		• BSB40620 Certificate IV in Legal Services
Version 7.0	October 2020	**AISC endorsement of the following BSB components** **Qualifications** 33 qualifications were updated from *BSB Business Services Training Package* Version 6.1: • BSB10120 Certificate I in Workplace Skills • BSB20120 Certificate II in Workplace Skills • BSB30120 Certificate III in Business • BSB30220 Certificate III in Entrepreneurship and New Business • BSB30320 Certificate III in Legal Services • BSB30420 Certificate III in Library and Information Services • BSB40120 Certificate IV in Business • BSB40220 Certificate IV in Aboriginal and Torres Strait Islander Governance • BSB40320 Certificate IV in Entrepreneurship and New Business • BSB40420 Certificate IV in Human Resource Management • BSB40520 Certificate IV in Leadership and Management • BSB40620 Certificate IV in Legal Services • BSB40720 Certificate IV in Library and Information Services • BSB40820 Certificate IV in Marketing and Communication • BSB40920 Certificate IV in Project Management Practice

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		• BSB50120 Diploma of Business • BSB50220 Diploma of Aboriginal and Torres Strait Islander Governance • BSB50320 Diploma of Human Resource Management • BSB50420 Diploma of Leadership and Management • BSB50520 Diploma of Library and Information Services • BSB50620 Diploma of Marketing and Communication • BSB50720 Diploma of Paralegal Services • BSB50820 Diploma of Project Management • BSB50920 Diploma of Quality Auditing • BSB60120 Advanced Diploma of Business • BSB60220 Advanced Diploma of Conveyancing • BSB60320 Advanced Diploma of Human Resource Management • BSB60420 Advanced Diploma of Leadership and Management • BSB60520 Advanced Diploma of Marketing and Communication • BSB60720 Advanced Diploma of Program Management • BSB80120 Graduate Diploma of Management (Learning) • BSB80220 Graduate Diploma of Portfolio Management BSB80320 Graduate Diploma of Strategic Leadership. **Seven qualifications were deleted from *BSB Business Services Training Package* Version 6.1:** • BSB30515 Certificate III in Business Administration (International Education) • BSB30615 Certificate III in International Trade • BSB40715 Certificate IV in Franchising • BSB40915 Certificate IV in Governance • BSB50515 Diploma of Franchising • BSB52318 Diploma of Governance • BSB80315 Graduate Certificate in Leadership Diversity. **Units of competency** 19 units of competency were newly created for this *BSB Business Services Training Package* Version 7.0: • BSBCMM412 Lead difficult conversations • BSBCNV616 Comply with tax obligations in a conveyancing transaction • BSBCRT611 Apply critical thinking for complex problem solving • BSBFIN502 Manage financial compliance • BSBINS502 Coordinate data management

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		• BSBINS515 Participate in archiving activities • BSBLEG425 Apply principles of legal project management • BSBLEG531 Apply legal principles in administrative law matters • BSBLEG533 Support alternative dispute resolution processes • BSBLEG534 Take instructions in a legal services environment • BSBMKG628 Lead organisational public relations • BSBOPS302 Identify business risk • BSBOPS306 Record stakeholder interactions • BSBPMG541 Manage complex projects • BSBSUS412 Develop and implement workplace sustainability plans • BSBSUS413 Evaluate and report on workplace sustainability • BSBTEC203 Research using the internet • BSBTEC601 Review organisational digital strategy • BSBTWK601 Develop and maintain strategic business networks. 283 units of competency were updated from *BSB Business Services Training Package* Version 6.1: • BSBAUD411 Participate in quality audits • BSBAUD412 Work within compliance frameworks • BSBAUD511 Initiate quality audits • BSBAUD512 Lead quality audits • BSBAUD513 Report on quality audits • BSBAUD514 Interpret compliance requirements • BSBAUD515 Evaluate and review compliance • BSBAUD516 Develop and monitor processes for the management of breaches in compliance requirements • BSBAUD601 Establish and manage compliance management systems • BSBCMM211 Apply communication skills • BSBCMM411 Make presentations • BSBCMM511 Communicate with influence • BSBCNV511 Take instructions in relation to a conveyancing transaction • BSBCNV512 Finalise the conveyancing transaction

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		• BSBCNV611 Interpret a legal document and provide advice in a conveyancing transaction • BSBCNV612 Identify and apply legal requirements for a conveyancing transaction • BSBCNV613 Prepare legal documents for a conveyancing transaction • BSBCNV614 Apply principles of trust accounting • BSBCNV615 Interpret search results for a conveyancing transaction • BSBCRT201 Develop and apply thinking and problem solving skills • BSBCRT311 Apply critical thinking skills in a team environment • BSBCRT411 Apply critical thinking to work practices • BSBCRT412 Articulate, present and debate ideas • BSBCRT413 Collaborate in creative processes • BSBCRT511 Develop critical thinking in others • BSBCRT512 Originate and develop concepts • BSBDAT201 Collect and record data • BSBDAT501 Analyse data • BSBESB301 Investigate business opportunities • BSBESB302 Develop and present business proposals • BSBESB303 Organise finances for new business ventures • BSBESB304 Determine resource requirements for new business ventures • BSBESB305 Address compliance requirements for new business ventures • BSBESB401 Research and develop business plans • BSBESB402 Establish legal and risk management requirements of new business ventures • BSBESB403 Plan finances for new business ventures • BSBESB404 Market new business ventures • BSBESB405 Manage compliance for small businesses • BSBESB406 Establish operational strategies and procedures for new business ventures • BSBESB407 Manage finances for new business ventures • BSBFIN301 Process financial transactions • BSBFIN302 Maintain financial records • BSBFIN401 Report on financial activity • BSBFIN501 Manage budgets and financial plans

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		• BSBFIN601 Manage organisational finances • BSBFIN801 Lead financial strategy development • BSBHRM411 Administer performance development processes • BSBHRM412 Support employee and industrial relations • BSBHRM413 Support the learning and development of teams and individuals • BSBHRM414 Use human resources information systems • BSBHRM415 Coordinate recruitment and onboarding • BSBHRM416 Process payroll • BSBHRM417 Support human resources functions and processes • BSBHRM521 Facilitate performance development processes • BSBHRM522 Manage employee and industrial relations • BSBHRM523 Coordinate the learning and development of teams and individuals • BSBHRM524 Coordinate workforce plan implementation • BSBHRM525 Manage recruitment and onboarding • BSBHRM526 Manage payroll • BSBHRM527 Coordinate human resource functions and processes • BSBHRM528 Coordinate remuneration and employee benefits • BSBHRM529 Coordinate separation and termination processes • BSBHRM530 Coordinate rehabilitation and return to work programs • BSBHRM531 Coordinate health and wellness programs • BSBHRM611 Contribute to organisational performance development • BSBHRM612 Contribute to the development of employee and industrial relations strategies • BSBHRM613 Contribute to the development of learning and development strategies • BSBHRM614 Contribute to strategic workforce planning • BSBHRM615 Contribute to the development of diversity and inclusion strategies • BSBINS201 Process and maintain workplace information • BSBINS202 Handle receipt and dispatch of information • BSBINS203 Assist with circulation services • BSBINS301 Develop and use information literacy skills • BSBINS302 Organise workplace information • BSBINS303 Use knowledge management systems

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Version Number	Release date	Comments
		• BSBINS304 Process and maintain information resources • BSBINS305 Participate in cataloguing activities • BSBINS306 Provide multimedia support • BSBINS307 Retrieve information from records • BSBINS308 Control records • BSBINS309 Maintain business records • BSBINS401 Analyse and present research information • BSBINS402 Coordinate workplace information systems • BSBINS403 Obtain information from external and networked sources • BSBINS404 Search library and information databases • BSBINS405 Use integrated library management systems • BSBINS406 Assist customers to access information • BSBINS407 Consolidate and maintain library industry knowledge • BSBINS408 Provide information from and about records • BSBINS409 Maintain and monitor digital information and records • BSBINS410 Implement records systems for small business • BSBINS501 Implement information and knowledge management systems • BSBINS503 Monitor compliance with copyright and licence requirements • BSBINS504 Maintain digital repositories • BSBINS505 Provide subject access and classify material • BSBINS506 Implement lending and borrowing processes for collections • BSBINS507 Use advanced functions of integrated library management systems • BSBINS508 Research and analyse information to meet library customer needs • BSBINS509 Promote literature and reading • BSBINS510 Develop community and stakeholder relationships in a library environment • BSBINS511 Develop and promote library activities, events and public programs • BSBINS512 Monitor business records systems • BSBINS513 Contribute to records management framework

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		• BSBINS514 Contribute to records retention and disposal schedule • BSBINS516 Undertake cataloguing activities • BSBINS601 Manage knowledge and information • BSBINS602 Extend own information literacy skills to locate information • BSBINS603 Initiate and lead applied research • BSBINS604 Contribute to collection management • BSBLDR301 Support effective workplace relationships • BSBLDR411 Demonstrate leadership in the workplace • BSBLDR412 Communicate effectively as a workplace leader • BSBLDR413 Lead effective workplace relationships • BSBLDR414 Lead team effectiveness • BSBLDR521 Lead the development of diverse workforces • BSBLDR522 Manage people performance • BSBLDR523 Lead and manage effective workplace relationships • BSBLDR601 Lead and manage organisational change • BSBLDR602 Provide leadership across the organisation • BSBLDR811 Lead strategic transformation • BSBLDR812 Develop and cultivate collaborative partnerships and relationships • BSBLDR813 Lead and influence ethical practice • BSBLEG311 Work in a legal services environment • BSBLEG312 Carry out search of the public record • BSBLEG313 Lodge documents in a legal services environment • BSBLEG314 Protect information in a legal services environment • BSBLEG315 Assist in planning activities in a legal services environment • BSBLEG421 Apply understanding of the Australian legal system • BSBLEG422 Maintain a file in a legal services environment • BSBLEG423 Conduct simple legal research • BSBLEG424 Support the drafting of complex legal documents • BSBLEG521 Conduct and apply legal research • BSBLEG522 Apply legal principles in contract law matters • BSBLEG523 Apply legal principles in tort law matters • BSBLEG524 Apply principles of evidence law in matters under litigation

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		• BSBLEG525 Apply legal principles in intellectual property law matters • BSBLEG526 Apply legal principles in criminal law matters • BSBLEG527 Apply legal principles in family law matters • BSBLEG528 Apply legal principles in property law matters • BSBLEG529 Apply legal principles in corporation law matters • BSBLEG530 Apply legal principles in wills and probate matters • BSBLEG532 Assist with court procedure • BSBMKG431 Assess marketing opportunities • BSBMKG432 Research international markets • BSBMKG433 Undertake marketing activities • BSBMKG434 Promote products and services • BSBMKG435 Analyse consumer behaviour • BSBMKG436 Design and test direct marketing activities • BSBMKG437 Create and optimise digital media • BSBMKG438 Implement and monitor advertising production • BSBMKG439 Develop and apply knowledge of communications industry • BSBMKG440 Apply marketing communication across a convergent industry • BSBMKG441 Develop public relations documents • BSBMKG442 Conduct e-marketing communications • BSBMKG541 Identify and evaluate marketing opportunities • BSBMKG542 Establish and monitor the marketing mix • BSBMKG543 Plan and interpret market research • BSBMKG544 Plan and monitor direct marketing activities • BSBMKG545 Conduct marketing audits • BSBMKG546 Develop social media engagement plans • BSBMKG547 Develop strategies to monetise digital engagement • BSBMKG548 Forecast international market and business needs • BSBMKG549 Profile and analyse consumer behaviour for international markets • BSBMKG550 Promote products and services to international markets • BSBMKG551 Create multiplatform advertisements for mass media

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Version Number	Release date	Comments
		• BSBMKG552 Design and develop marketing communication plans • BSBMKG553 Develop public relations campaigns • BSBMKG554 Plan and develop public relations publications • BSBMKG555 Write persuasive copy • BSBMKG621 Develop organisational marketing strategy • BSBMKG622 Manage organisational marketing processes • BSBMKG623 Develop marketing plans • BSBMKG624 Manage market research • BSBMKG625 Implement and manage international marketing programs • BSBMKG626 Develop advertising campaigns • BSBMKG627 Execute advertising campaigns • BSBOPS101 Use business resources • BSBOPS201 Work effectively in business environments • BSBOPS202 Engage with customers • BSBOPS203 Deliver a service to customers • BSBOPS301 Maintain business resources • BSBOPS303 Organise schedules • BSBOPS304 Deliver and monitor a service to customers • BSBOPS305 Process customer complaints • BSBOPS401 Coordinate business resources • BSBOPS402 Coordinate business operational plans • BSBOPS403 Apply business risk management processes • BSBOPS404 Implement customer service strategies • BSBOPS405 Organise business meetings • BSBOPS406 Participate in organisational governance • BSBOPS501 Manage business resources • BSBOPS502 Manage business operational plans • BSBOPS503 Develop administrative systems • BSBOPS504 Manage business risk • BSBOPS505 Manage organisational customer service • BSBOPS601 Develop and implement business plans • BSBOPS602 Monitor corporate governance activities • BSBPEF101 Plan and prepare for work readiness • BSBPEF201 Support personal wellbeing in the workplace • BSBPEF202 Plan and apply time management • BSBPEF301 Organise personal work priorities

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		• BSBPEF302 Develop self-awareness • BSBPEF401 Manage personal health and wellbeing • BSBPEF402 Develop personal work priorities • BSBPEF403 Lead personal development • BSBPEF501 Manage personal and professional development • BSBPEF502 Develop and use emotional intelligence • BSBPMG420 Apply project scope management techniques • BSBPMG421 Apply project time management techniques • BSBPMG422 Apply project quality management techniques • BSBPMG423 Apply project cost management techniques • BSBPMG424 Apply project human resources management approaches • BSBPMG425 Apply project information management and communications techniques • BSBPMG426 Apply project risk management techniques • BSBPMG427 Apply project procurement procedures • BSBPMG428 Apply project life cycle management processes • BSBPMG429 Apply project stakeholder engagement techniques • BSBPMG430 Undertake project work • BSBPMG530 Manage project scope • BSBPMG531 Manage project time • BSBPMG532 Manage project quality • BSBPMG533 Manage project cost • BSBPMG534 Manage project human resources • BSBPMG535 Manage project information and communication • BSBPMG536 Manage project risk • BSBPMG537 Manage project procurement • BSBPMG538 Manage project stakeholder engagement • BSBPMG539 Manage project governance • BSBPMG540 Manage project integration • BSBPMG630 Enable program execution • BSBPMG631 Manage program delivery • BSBPMG632 Manage program risk • BSBPMG633 Provide leadership for the program • BSBPMG634 Facilitate stakeholder engagement • BSBPMG635 Implement program governance • BSBPMG636 Manage benefits • BSBPMG637 Engage in collaborative alliances

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		• BSBTEC404 Use digital technologies to collaborate in a work environment • BSBTEC405 Review and maintain organisation's digital presence • BSBTEC501 Develop and implement an e-commerce strategy • BSBTWK201 Work effectively with others • BSBTWK301 Use inclusive work practices • BSBTWK401 Build and maintain business relationships • BSBTWK501 Lead diversity and inclusion • BSBTWK502 Manage team effectiveness • BSBTWK503 Manage meetings • BSBWHS211 Contribute to the health and safety of self and others • BSBWHS311 Assist with maintaining workplace safety • BSBWHS411 Implement and monitor WHS policies, procedures and programs • BSBWRT311 Write simple documents • BSBWRT411 Write complex documents. The following BSB components were added to *BSB Business Services Training Package* Version 7.0 as part of an SSO upgrade. **Qualifications** Four qualifications were updated to include updated elective units: • BSB30719 Certificate III in Work Health and Safety • BSB41419 Certificate IV in Work Health and Safety • BSB51319 Diploma of Work Health and Safety • BSB60619 Advanced Diploma of Work Health and Safety. **Units of competency** 15 units of competency were transferred to the CUA Creative Arts and Culture Training Package: • BSBDES201 Follow a design process • BSBDES202 Evaluate the nature of design in a specific industry context • BSBDES301 Explore the use of colour • BSBDES302 Explore and apply the creative design process to 2D forms • BSBDES303 Explore and apply the creative design process to 3D forms • BSBDES304 Source and apply design industry knowledge

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		• BSBDES305 Source and apply information on the history and theory of design • BSBDES401 Generate design solutions • BSBDES402 Interpret and respond to a design brief • BSBDES403 Develop and extend design skills and practice • BSBDES501 Implement design solutions • BSBDES502 Establish, negotiate and refine a design brief • BSBDES601 Manage design realisation • BSBDES602 Research global design trends • BSBDES801 Research and apply design theory. **Skillsets** 33 skill sets were newly created for this *BSB Business Services Training Package* Version 7.0: • BSBSS00096 Innovation Practice Skill Set • BSBSS00097 Innovation Leadership Skill Set • BSBSS00098 Marketing Foundations Skill Set • BSBSS00099 Communications and Public Relations Foundations Skill Set • BSBSS00100 Business Operations Support Skill Set • BSBSS00101 Business Operations Management Skill Set • BSBSS00102 Micro Business Skill Set • BSBSS00103 New Business Ventures Skill Set • BSBSS00104 Small Business Management Skill Set • BSBSS00105 Human Resources Foundations Skill Set • BSBSS00106 Introduction to Paralegal Services Skill Set • BSBSS00107 Marketing and Communication Foundations Skill Set • BSBSS00108 Marketing and Communication Skill Set • BSBSS00109 Introduction to Team Management Skill Set • BSBSS00110 Business Development Skill Set • BSBSS00111 Human Resources Advisor Skill Set • BSBSS00112 Workplace Technology Skill Set • BSBSS00113 Digital Business Administration Skill Set • BSBSS00114 Organisational Governance Skill Set • BSBSS00115 Copyright Management Skill Set • BSBSS00116 Campaign Management Skill Set • BSBSS00117 Diversity and Inclusion Skill Set • BSBSS00118 Procurement Manager Skill Set

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		• BSBSS00119 Customer Service Skill Set • BSBSS00120 Administrative Assistant Skill Set • BSBSS00121 Medical Administration Skill Set • BSBSS00122 Compliance Skill Set • BSBSS00123 Records and Information Management Skill Set • BSBSS00124 Workplace IT Foundations Skill Set • BSBSS00125 Workplace Foundations Skill Set • BSBSS00126 Contact Centre Skill Set • BSBSS00127 Contact Centre Team Manager Skill Set • BSBSS00128 Lead Auditor Skill Set.
Version 6.1	July 2020	**AISC endorsement of the following BSB components.** **Units of competency** One new unit of competency was developed for this *BSB Business Services Training Package* Version 6.1: • BSBWHS332X Apply infection control prevention and control procedures to own work activities. The following BSB components were added to BSB Business Services Training Package Version 6.1 as part of an SSO upgrade. **Qualifications** Two qualifications were updated to include additional elective units: • BSB30115 Certificate III in Business • BSB30719 Certificate III in Work Health and Safety. **Skillset** One skill set was created: BSBSS0095 Cross-Sector Infection Control Skill Set.
Version 6.0	February 2020	**AISC endorsement of the following BSB components. Units of competency** 17 new units of competency were developed for this *BSB Business Services Training Package* Version 6.0: • BSBXBD401 Capture and store big data • BSBXBD402 Test big data samples • BSBXBD403 Analyse big data • BSBXBD404 Use big data for operational decision making • BSBXBD405 Develop procedures for managing big data • BSBXBD406 Present big data insights • BSBXBD407 Protect big data integrity

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Version Number	Release date	Comments
		• BSBXBD408 Implement and review procedures for managing big data • BSBXBD501 Develop big data strategy • BSBXCS301 Protect own personal online profile from cyber security threats • BSBXCS302 Identify and report online security threats • BSBXCS303 Securely manage personally identifiable information and workplace information • BSBXCS401 Maintain security of digital devices • BSBXCS402 Promote workplace cyber security awareness and best practices • BSBXCS403 Contribute to cyber security threat assessments • BSBXCS404 Contribute to cyber security risk management • BSBXCS405 Contribute to cyber security incident responses. • The following BSB components were added to BSB Business Services Training Package Version 6.0 as part of an SSO upgrade. **Qualifications** Eight qualifications were updated to include additional elective units: • BSB30315 Certificate III in Micro Business Operations • BSB41515 Certificate IV in Project Management Practice • BSB41618 Certificate IV in Business (Procurement) • BSB42015 Certificate IV in Leadership and Management • BSB50215 Diploma of Business • BSB51415 Diploma of Project Management • BSB51518 Diploma of Business (Procurement) • BSB51918 Diploma of Leadership and Management. **Skillsets** Four skill sets were created: • BSBSS00091 Capture and Present Big Data Skill Set • BSBSS00092 Manage Big Data Skill Set • BSBSS00093 Cyber Security Threat Assessment and Risk Management Skill Set BSBSS00094 Cyber Security Awareness Skill Set.
Version 5.0	September 2019	**AISC endorsement of the following BSB components:** **Qualifications** Four qualifications were updated from the *BSB Business Services*

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Version Number	Release date	Comments
		Training Package Version 4.0: • BSB30719 Certificate III in Work Health and Safety • BSB41419 Certificate IV in Work Health and Safety • BSB51319 Diploma of Work Health and Safety • BSB60619 Advanced Diploma of Work Health and Safety. **Units of competency** Seven new units of competency were developed for this *BSB Business Services Training Package* Version 5.0: • BSBWHS331 Participate in identifying and controlling hazardous chemicals • BSBWHS431 Develop processes and procedures for controlling hazardous chemicals in the workplace • BSBWHS512 Contribute to managing work-related psychological health and safety • BSBWHS514 Manage WHS compliance of contractors • BSBWHS531 Implement and evaluate system of work for managing hazardous chemicals • BSBWHS611 Develop and implement strategies that support work-related psychological health and safety • BSBWHS612 Develop and implement a strategy to support a positive WHS culture. **Units of competency** 26 units of competency were updated from the *BSB Business Services Training Package* Version 4.0: 25 units supersede and are equivalent to their previous versions: • BSBWHS307 Apply knowledge of WHS laws in the workplace • BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control processes • BSBWHS309 Contribute effectively to WHS communication and consultation processes • BSBWHS310 Contribute to WHS issue-resolution processes • BSBWHS412 Assist with workplace compliance with WHS laws • BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation processes • BSBWHS414 Contribute to WHS risk management

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Version Number	Release date	Comments
		• BSBWHS415 Contribute to implementing WHS management systems • BSBWHS416 Contribute to workplace incident response • BSBWHS417 Assist with managing WHS implications of return to work • BSBWHS419 Contribute to implementing WHS monitoring processes • BSBWHS513 Lead WHS risk management • BSBWHS515 Lead initial response to and investigate WHS incidents • BSBWHS516 Contribute to developing, implementing and maintaining an organisation's WHS management system • BSBWHS517 Contribute to managing a WHS information system • BSBWHS518 Manage WHS hazards associated with maintenance and use of plant • BSBWHS519 Lead the development and use of WHS risk management tools • BSBWHS520 Manage implementation of emergency procedures • BSBWHS521 Ensure a safe workplace for a work area • BSBWHS522 Manage WHS consultation and participation processes • BSBWHS613 Evaluate the WHS performance of an organisation • BSBWHS614 Conduct a WHS audit under the guidance of a lead auditor • BSBWHS616 Apply safe design principles to control WHS risks • BSBWHS617 Apply ergonomics to manage WHS risks • BSBWHS631 Apply occupational hygiene principles to manage WHS risks. One unit supersedes but is not equivalent to its previous version: • BSBWHS418 Assist with managing WHS compliance of contractors. Three units of competency were deleted from the *BSB Business Services Training Package* Version 4.0: • BSBWHS410 Contribute to work-related health and safety measures and initiatives • BSBWHS601 Apply legislative frameworks for WHS

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Version Number	Release date	Comments
		• BSBWHS602 Facilitate WHS activities. The following BSB components were added to BSB Business Services Training Package Version 5.0 as part of an SSO upgrade. 14 qualifications were updated to include updated elective units: • BSB30215 Certificate III in Customer Engagement • BSB30515 Certificate III in Business Administration (International Education) • BSB42315 Certificate IV in Environmental Management and Sustainability • BSB50315 Diploma of Customer Engagement • BSB50515 Diploma of Franchising • BSB50618 Diploma of Human Resources Management • BSB50815 Diploma of International Business • BSB51415 Diploma of Project Management • BSB51518 Diploma of Business (Procurement) • BSB51918 Diploma of Leadership and Management • BSB52015 Diploma of Conveyancing • BSB52115 Diploma of Library and Information Services • BSB52318 Diploma of Governance • BSB61115 Advanced Diploma of Conveyancing. **Skillsets** One skill set was created: • BSBSS00090 Auditing Skill Set. **Units of competency** Four existing units were updated: • BSBITU111 Operate a personal digital device • BSBRKG603 Prepare a functional analysis for an organisation • BSBSMB421 Manage small business finances • BSBXTW301 Work in a team.
Version 4.0	February 2019	**Units of Competency** **Nine new units of competency:** • BSBXCM301 Engage in workplace communication • BSBXCM401 Apply communication strategies in the workplace • BSBXCM501 Lead communication in the workplace • BSBXDB301 Respond to the service needs of customers and clients with disability

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Version Number	Release date	Comments
		• BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability • BSBXDB501 Support staff members with disability in the workplace • BSBXDB502 Adapt organisations to enhance accessibility for people with disability • BSBXTW301 Work in a team • BSBXTW401 Lead and facilitate a team. **Qualifications** Update to elective units within eight qualifications: • BSB30115 Certificate III in Business • BSB30215 Certificate III in Customer Engagement • BSB40215 Certificate IV in Business • BSB41015 Certificate IV in Human Resources • BSB42015 Certificate IV in Leadership and Management • BSB50215 Diploma of Business • BSB50618 Diploma of Human Resources Management • BSB51918 Diploma of Leadership and Management.
Version 3.0	September 2018	**Qualifications** Update to core units within eight qualifications: • BSB41618 Certificate IV in Business (Procurement) • BSB42518 Certificate IV in Small Business Management • BSB42618 Certificate IV in New Small Business • BSB50618 Diploma of Human Resources Management • BSB51518 Diploma of Business (Procurement) • BSB51918 Diploma of Leadership and Management • BSB52318 Diploma of Governance • BSB61218 Advanced Diploma of Program Management. **Units of Competency** Seven new units of competency: • BSBCRT404 Apply advanced critical thinking to work processes • BSBCRT502 Develop critical thinking in others • BSBITU501 Conduct data analysis • BSBPRC406 Conduct e-procurement • BSBPRC505 Manage ethical procurement • BSBWRK311 Develop self-awareness

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Version Number	Release date	Comments
		• BSBWRK412 Contribute to personal development. Updates to 41 units of competency to align content with industry skills needs and standards: • BSBEBU511 Develop and implement an e-business strategy • BSBFIA412 Report on financial activity • BSBITA411 Design and develop relational databases • BSBITA611 Configure and optimise customer contact technology • BSBITB511 Establish and maintain a network of digital devices • BSBITS411 Maintain and implement digital technology • BSBITU111 Operate a personal digital device • BSBITU112 Develop keyboard skills • BSBITU211 Produce digital text documents • BSBITU212 Create and use spreadsheets • BSBITU213 Use digital technologies to communicate remotely • BSBITU311 Use simple relational databases • BSBITU312 Create electronic presentations • BSBITU313 Design and produce digital text documents • BSBITU314 Design and produce spreadsheets • BSBITU315 Purchase goods and services online • BSBITU422 Use digital technologies to collaborate in the workplace • BSBLDR511 Develop and use emotional intelligence • BSBLDR513 Communicate with influence • BSBMKG534 Design effective digital user experiences • BSBMKG535 Devise a search engine optimisation strategy • BSBMKG536 Develop strategies to monetise digital engagement • BSBMKG537 Develop a social media engagement plan • BSBPMG621Facilitate stakeholder engagement • BSBPMG622 Implement program governance • BSBPMG623 Manage benefits • BSBPMG624 Engage in collaborative alliances • BSBPRC401 Plan procurement • BSBPRC402 Negotiate contracts • BSBPRC403 Conduct international procurement • BSBPRC501 Manage procurement strategies • BSBPRC502 Manage supplier relationships • BSBPRC503 Manage international procurement

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Version Number	Release date	Comments
		• BSBPRC504 Manage a supply chain • BSBRES411 Analyse and present research information • BSBSMB420 Evaluate and develop small business operations • BSBSMB421 Manage small business finances • BSBSMB422 Plan small business growth • BSBSMB423 Create a digital technology plan for small business • BSBWOR424 Develop a time management plan • BSBWRK520 Manage employee relations.
Version 2.0	January 2016	**Includes review of the following sectors:** • Sustainability (one new qualification and six new units) • Governance (one new qualification and nine new units) • Marketing and Advertising (three new qualifications and 12 new units) • Small Business (two new qualifications and six new units). **One new skill set to meet industry requirements:** • BSBSS00089 Workplace Innovation Skill Set. The following qualifications have been moved from *CUL11 Library, Information and Cultural Services Training Package* Version 1 to *BSB Business Services Training Package* Version 2.0 and have been updated to meet the *Standards for Training Packages*: • CUL30111 Certificate III in Information and Cultural Services • CUL40111 Certificate IV in Library, Information and Cultural Services • CUL50111 Diploma of Library and Information Services. The following qualifications have been moved from *TAE10 Training and Education Training Package* Version 3.4 to *BSB Business Services Training Package* Version 2.0 and have been updated to meet the Standards for Training Packages: • TAE70210 Graduate Certificate in Management (Learning) • TAE80210 Graduate Diploma of Management (Learning).

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Version Number	Release date	Comments
		• Industry Skills Council (ISC) upgrade to update unit lists and correct typographical errors.
Version 1.2	June 2015	Industry Skills Council (ISC) upgrade to correct typographical errors.
Version 1.1	April 2015	Industry Skills Council (ISC) upgrade to correct mapping and typographical errors.
Version 1.0	March 2015	Primary release of restructured *BSB Business Services Training Package*. This release of the *BSB Business Services Training Package* contains 61 qualifications, 35 skill sets and 563 native units of competency (comprising 523 units updated to meet Standards for Training Packages and 40 new units) and 73 imported units. Leadership and Management qualifications added. Managing Diversity qualification added. Portfolio Management qualifications added. Conveyancing qualifications moved from *FNS10 Financial Services Training Package* to *BSB Business Services Training Package*.

AQF qualifications, skill sets and units of competency (UoCs)

The BSB Training Package contains:

- 36 AQF-aligned qualifications
- 44 skill sets
- 32 standalone BSB UoCs
- 404 BSB UoCs.

List of qualifications in the BSB Training Package

Code	Title
BSB10120	Certificate I in Workplace Skills
BSB20120	Certificate II in Workplace Skills
BSB30120	Certificate III in Business
BSB30220	Certificate III in Entrepreneurship and New Business
BSB30320	Certificate III in Legal Services
BSB30420	Certificate III in Library and Information Services
BSB30726	Certificate III in Work Health and Safety
BSB40120	Certificate IV in Business

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Code	Title
BSB40320	Certificate IV in Entrepreneurship and New Business
BSB40420	Certificate IV in Human Resource Management
BSB40520	Certificate IV in Leadership and Management
BSB40620	Certificate IV in Legal Services
BSB40720	Certificate IV in Library and Information Services
BSB40820	Certificate IV in Marketing and Communication
BSB40920	Certificate IV in Project Management Practice
BSB41021	Certificate IV in Aboriginal and Torres Strait Islander Governance
BSB41419	Certificate IV in Work Health and Safety
BSB50120	Diploma of Business
BSB50320	Diploma of Human Resource Management
BSB50420	Diploma of Leadership and Management
BSB50520	Diploma of Library and Information Services
BSB50620	Diploma of Marketing and Communication
BSB50720	Diploma of Paralegal Services
BSB50820	Diploma of Project Management
BSB50920	Diploma of Quality Auditing
BSB51319	Diploma of Work Health and Safety
BSB60120	Advanced Diploma of Business
BSB60220	Advanced Diploma of Conveyancing
BSB60320	Advanced Diploma of Human Resource Management
BSB60420	Advanced Diploma of Leadership and Management
BSB60520	Advanced Diploma of Marketing and Communication
BSB60619	Advanced Diploma of Work Health and Safety
BSB60720	Advanced Diploma of Program Management
BSB80120	Graduate Diploma of Management (Learning)
BSB80220	Graduate Diploma of Portfolio Management
BSB80320	Graduate Diploma of Strategic Leadership

List of skill sets in BSB Training Package

Code	Title
BSBSS00091	Capture and Present Big Data Skill Set

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Code	Title
BSBSS00092	Manage Big Data Skill Set
BSBSS00093	Cyber Security Threat Assessment and Risk Management Skill Set
BSBSS00094	Cyber Security Awareness Skill Set
BSBSS00095	Cross-Sector Infection Control Skill Set
BSBSS00096	Innovation Practice Skill Set
BSBSS00097	Innovation Leadership Skill Set
BSBSS00098	Marketing Foundations Skill Set
BSBSS00099	Communications and Public Relations Foundations Skill Set
BSBSS00100	Business Operations Support Skill Set
BSBSS00101	Business Operations Management Skill Set
BSBSS00102	Micro Business Skill Set
BSBSS00103	New Business Ventures Skill Set
BSBSS00104	Small Business Management Skill Set
BSBSS00105	Human Resources Foundations Skill Set
BSBSS00106	Introduction to Paralegal Services Skill Set
BSBSS00107	Marketing and Communication Foundations Skill Set
BSBSS00108	Marketing and Communication Skill Set
BSBSS00109	Introduction to Team Management Skill Set
BSBSS00110	Business Development Skill Set
BSBSS00111	Human Resources Advisor Skill Set
BSBSS00112	Workplace Technology Skill Set
BSBSS00113	Digital Business Administration Skill Set
BSBSS00114	Organisational Governance Skill Set
BSBSS00115	Copyright Management Skill Set
BSBSS00116	Campaign Management Skill Set
BSBSS00117	Diversity and Inclusion Skill Set
BSBSS00118	Procurement Manager Skill Set
BSBSS00119	Customer Service Skill Set
BSBSS00120	Administrative Assistant Skill Set
BSBSS00121	Medical Administration Skill Set
BSBSS00122	Compliance Skill Set
BSBSS00123	Records and Information Management Skill Set
BSBSS00124	Workplace IT Foundations Skill Set

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Code	Title
BSBSS00125	Workplace Foundations Skill Set
BSBSS00126	Contact Centre Skill Set
BSBSS00127	Contact Centre Team Manager Skill Set
BSBSS00128	Lead Auditor Skill Set
BSBSS00129	Cross-Sector Mental Health and Organisational Disruption Skill Set
BSBSS00130	Workplace Cyber Security Foundations Skill Set
BSBSS00131	Workplace Cyber Security Threat and Risk Prevention Skill Set
BSBSS00132	Organisational Disruption Management Skill Set
BSBSS00133	Organisational Disruption Support Skill Set
BSBSS00134	Aboriginal and Torres Strait Islander Governance Foundations Skill Set

List of standalone Units of Competency in BSB Training Package

Code	Title
BSBDIG201X	Develop basic digital information search, evaluation and management skills
BSBDIG202X	Develop basic digital communication and collaboration skills
BSBDIG203X	Develop basic digital content creation skills
BSBDIG204X	Develop basic digital safety, wellbeing and responsible use skills
BSBDIG205X	Develop basic digital problem identification and solving skills
BSBDIG206X	Develop basic digital artificial intelligence (AI) skills
BSBDIG207X	Develop basic digital cyber security skills
BSBDIG208X	Develop basic digital skills in the workplace
BSBDIG301X	Develop intermediate digital information search, evaluation and management skills
BSBDIG302X	Develop intermediate digital communication and collaboration
BSBDIG303X	Develop intermediate digital content creation skills
BSBDIG304X	Develop intermediate digital safety, wellbeing and responsible use skills
BSBDIG305X	Develop intermediate digital problem identification and solving skills
BSBDIG306X	Develop intermediate digital artificial intelligence (AI) skills
BSBDIG307X	Develop intermediate digital cyber security skills
BSBDIG308X	Develop intermediate digital skills in the workplace
BSBDIG401X	Develop advanced digital information search, evaluation and management skills
BSBDIG402X	Develop advanced digital communication and collaboration skills
BSBDIG403X	Develop advanced digital content creation skills

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Code	Title
BSBDIG404X	Develop advanced digital safety, wellbeing and responsible use skills
BSBDIG405X	Develop advanced digital problem identification and solving skills
BSBDIG406X	Develop advanced digital artificial intelligence (AI) skills
BSBDIG407X	Develop advanced digital cyber security skills
BSBDIG408X	Develop advanced digital skills in the workplace
BSBDIG501X	Develop highly advanced digital information search, evaluation and management skills
BSBDIG502X	Develop highly advanced digital communication and collaboration skills
BSBDIG503X	Develop highly advanced digital content creation skills
BSBDIG504X	Develop highly advanced digital safety, wellbeing and responsible use skills
BSBDIG505X	Develop highly advanced digital problem identification and solving skills
BSBDIG506X	Develop highly advanced digital artificial intelligence (AI) skills
BSBDIG507X	Develop highly advanced digital cyber security skills
BSBDIG508X	Develop highly advanced digital skills in the workplace

List of Units of Competency in BSB Training Package

Code	Title
BSBAUD411	Participate in quality audits
BSBAUD412	Work within compliance frameworks
BSBAUD511	Initiate quality audits
BSBAUD512	Lead quality audits
BSBAUD513	Report on quality audits
BSBAUD514	Interpret compliance requirements
BSBAUD515	Evaluate and review compliance
BSBAUD516	Develop and monitor processes for the management of breaches in compliance requirements
BSBAUD601	Establish and manage compliance management systems
BSBCMM211	Apply communication skills
BSBCMM411	Make presentations
BSBCMM412	Lead difficult conversations
BSBCMM511	Communicate with influence
BSBCNV511	Take instructions in relation to a conveyancing transaction
BSBCNV512	Finalise the conveyancing transaction
BSBCNV611	Interpret a legal document and provide advice in a conveyancing transaction

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Code	Title
BSBCNV612	Identify and apply legal requirements for a conveyancing transaction
BSBCNV613	Prepare legal documents for a conveyancing transaction
BSBCNV614	Apply principles of trust accounting
BSBCNV615	Interpret search results for a conveyancing transaction
BSBCNV616	Comply with tax obligations in a conveyancing transaction
BSBCRT201	Develop and apply thinking and problem solving skills
BSBCRT311	Apply critical thinking skills in a team environment
BSBCRT411	Apply critical thinking to work practices
BSBCRT412	Articulate, present and debate ideas
BSBCRT413	Collaborate in creative processes
BSBCRT511	Develop critical thinking in others
BSBCRT512	Originate and develop concepts
BSBCRT611	Apply critical thinking for complex problem solving
BSBDAT201	Collect and record data
BSBDAT501	Analyse data
BSBESB301	Investigate business opportunities
BSBESB302	Develop and present business proposals
BSBESB303	Organise finances for new business ventures
BSBESB304	Determine resource requirements for new business ventures
BSBESB305	Address compliance requirements for new business ventures
BSBESB401	Research and develop business plans
BSBESB402	Establish legal and risk management requirements of new business ventures
BSBESB403	Plan finances for new business ventures
BSBESB404	Market new business ventures
BSBESB405	Manage compliance for small businesses
BSBESB406	Establish operational strategies and procedures for new business ventures
BSBESB407	Manage finances for new business ventures
BSBFIN301	Process financial transactions
BSBFIN302	Maintain financial records
BSBFIN401	Report on financial activity
BSBFIN501	Manage budgets and financial plans
BSBFIN502	Manage financial compliance
BSBFIN601	Manage organisational finances

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Code	Title
BSBFIN801	Lead financial strategy development
BSBFNG401	Plan and chair Aboriginal and Torres Strait Islander organisation board meetings
BSBFNG402	Interact with Aboriginal and Torres Strait Islander organisation members and the community
BSBFNG403	Participate as a board member of an Aboriginal and Torres Strait Islander organisation
BSBFNG404	Maintain and protect cultural values in an Aboriginal and Torres Strait Islander organisation
BSBFNG405	Review and apply the constitution in an Aboriginal and Torres Strait Islander organisation
BSBFNG406	Assist in developing and implementing Aboriginal and Torres Strait Islander organisational policies
BSBFNG407	Oversee asset management in an Aboriginal and Torres Strait Islander organisation
BSBFNG408	Represent an Aboriginal and Torres Strait Islander organisation
BSBFNG409	Comply with Aboriginal and Torres Strait Islander organisation director obligations
BSBHRM411	Administer performance development processes
BSBHRM412	Support employee and industrial relations
BSBHRM413	Support the learning and development of teams and individuals
BSBHRM414	Use human resources information systems
BSBHRM415	Coordinate recruitment and onboarding
BSBHRM416	Process payroll
BSBHRM417	Support human resources functions and processes
BSBHRM521	Facilitate performance development processes
BSBHRM522	Manage employee and industrial relations
BSBHRM523	Coordinate the learning and development of teams and individuals
BSBHRM524	Coordinate workforce plan implementation
BSBHRM525	Manage recruitment and onboarding
BSBHRM526	Manage payroll
BSBHRM527	Coordinate human resource functions and processes
BSBHRM528	Coordinate remuneration and employee benefits
BSBHRM529	Coordinate separation and termination processes
BSBHRM530	Coordinate rehabilitation and return to work programs
BSBHRM531	Coordinate health and wellness programs
BSBHRM611	Contribute to organisational performance development
BSBHRM612	Contribute to the development of employee and industrial relations strategies
BSBHRM613	Contribute to the development of learning and development strategies
BSBHRM614	Contribute to strategic workforce planning

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Code	Title
BSBHRM615	Contribute to the development of diversity and inclusion strategies
BSBINS201	Process and maintain workplace information
BSBINS202	Handle receipt and dispatch of information
BSBINS203	Assist with circulation services
BSBINS301	Develop and use information literacy skills
BSBINS302	Organise workplace information
BSBINS303	Use knowledge management systems
BSBINS304	Process and maintain information resources
BSBINS305	Participate in cataloguing activities
BSBINS306	Provide multimedia support
BSBINS307	Retrieve information from records
BSBINS308	Control records
BSBINS309	Maintain business records
BSBINS401	Analyse and present research information
BSBINS402	Coordinate workplace information systems
BSBINS403	Obtain information from external and networked sources
BSBINS404	Search library and information databases
BSBINS405	Use integrated library management systems
BSBINS406	Assist customers to access information
BSBINS407	Consolidate and maintain library industry knowledge
BSBINS408	Provide information from and about records
BSBINS409	Maintain and monitor digital information and records
BSBINS410	Implement records systems for small business
BSBINS501	Implement information and knowledge management systems
BSBINS502	Coordinate data management
BSBINS503	Monitor compliance with copyright and licence requirements
BSBINS504	Maintain digital repositories
BSBINS505	Provide subject access and classify material
BSBINS506	Implement lending and borrowing processes for collections
BSBINS507	Use advanced functions of integrated library management systems
BSBINS508	Research and analyse information to meet library customer needs
BSBINS509	Promote literature and reading
BSBINS510	Develop community and stakeholder relationships in a library environment

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Code	Title
BSBINS511	Develop and promote library activities, events and public programs
BSBINS512	Monitor business records systems
BSBINS513	Contribute to records management framework
BSBINS514	Contribute to records retention and disposal schedule
BSBINS515	Participate in archiving activities
BSBINS516	Undertake cataloguing activities
BSBINS601	Manage knowledge and information
BSBINS602	Extend own information literacy skills to locate information
BSBINS603	Initiate and lead applied research
BSBINS604	Contribute to collection management
BSBLDR301	Support effective workplace relationships
BSBLDR411	Demonstrate leadership in the workplace
BSBLDR412	Communicate effectively as a workplace leader
BSBLDR413	Lead effective workplace relationships
BSBLDR414	Lead team effectiveness
BSBLDR521	Lead the development of diverse workforces
BSBLDR522	Manage people performance
BSBLDR523	Lead and manage effective workplace relationships
BSBLDR601	Lead and manage organisational change
BSBLDR602	Provide leadership across the organisation
BSBLDR811	Lead strategic transformation
BSBLDR812	Develop and cultivate collaborative partnerships and relationships
BSBLDR813	Lead and influence ethical practice
BSBLEG311	Work in a legal services environment
BSBLEG312	Carry out search of the public record
BSBLEG313	Lodge documents in a legal services environment
BSBLEG314	Protect information in a legal services environment
BSBLEG315	Assist in planning activities in a legal services environment
BSBLEG421	Apply understanding of the Australian legal system
BSBLEG422	Maintain a file in a legal services environment
BSBLEG423	Conduct simple legal research
BSBLEG424	Support the drafting of complex legal documents
BSBLEG425	Apply principles of legal project management

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Code	Title
BSBLEG521	Conduct and apply legal research
BSBLEG522	Apply legal principles in contract law matters
BSBLEG523	Apply legal principles in tort law matters
BSBLEG524	Apply principles of evidence law in matters under litigation
BSBLEG525	Apply legal principles in intellectual property law matters
BSBLEG526	Apply legal principles in criminal law matters
BSBLEG527	Apply legal principles in family law matters
BSBLEG528	Apply legal principles in property law matters
BSBLEG529	Apply legal principles in corporation law matters
BSBLEG530	Apply legal principles in wills and probate matters
BSBLEG531	Apply legal principles in administrative law matters
BSBLEG532	Assist with court procedure
BSBLEG533	Support alternative dispute resolution processes
BSBLEG534	Take instructions in a legal services environment
BSBMED301	Interpret and apply medical terminology appropriately
BSBMED302	Prepare and process medical accounts
BSBMED303	Maintain patient records
BSBMED304	Assist in controlling stocks and supplies
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment
BSBMED401	Manage patient recordkeeping system
BSBMKG431	Assess marketing opportunities
BSBMKG432	Research international markets
BSBMKG433	Undertake marketing activities
BSBMKG434	Promote products and services
BSBMKG435	Analyse consumer behaviour
BSBMKG436	Design and test direct marketing activities
BSBMKG437	Create and optimise digital media
BSBMKG438	Implement and monitor advertising production
BSBMKG439	Develop and apply knowledge of communications industry
BSBMKG440	Apply marketing communication across a convergent industry
BSBMKG441	Develop public relations documents
BSBMKG442	Conduct e-marketing communications

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Code	Title
BSBMKG541	Identify and evaluate marketing opportunities
BSBMKG542	Establish and monitor the marketing mix
BSBMKG543	Plan and interpret market research
BSBMKG544	Plan and monitor direct marketing activities
BSBMKG545	Conduct marketing audits
BSBMKG546	Develop social media engagement plans
BSBMKG547	Develop strategies to monetise digital engagement
BSBMKG548	Forecast international market and business needs
BSBMKG549	Profile and analyse consumer behaviour for international markets
BSBMKG550	Promote products and services to international markets
BSBMKG551	Create multiplatform advertisements for mass media
BSBMKG552	Design and develop marketing communication plans
BSBMKG553	Develop public relations campaigns
BSBMKG554	Plan and develop public relations publications
BSBMKG555	Write persuasive copy
BSBMKG621	Develop organisational marketing strategy
BSBMKG622	Manage organisational marketing processes
BSBMKG623	Develop marketing plans
BSBMKG624	Manage market research
BSBMKG625	Implement and manage international marketing programs
BSBMKG626	Develop advertising campaigns
BSBMKG627	Execute advertising campaigns
BSBMKG628	Lead organisational public relations
BSBOPS101	Use business resources
BSBOPS201	Work effectively in business environments
BSBOPS202	Engage with customers
BSBOPS203	Deliver a service to customers
BSBOPS301	Maintain business resources
BSBOPS302	Identify business risk
BSBOPS303	Organise schedules
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints
BSBOPS306	Record stakeholder interactions

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Code	Title
BSBOPS401	Coordinate business resources
BSBOPS402	Coordinate business operational plans
BSBOPS403	Apply business risk management processes
BSBOPS404	Implement customer service strategies
BSBOPS405	Organise business meetings
BSBOPS406	Participate in organisational governance
BSBOPS407X	Support organisational response to disruption
BSBOPS501	Manage business resources
BSBOPS502	Manage business operational plans
BSBOPS503	Develop administrative systems
BSBOPS504	Manage business risk
BSBOPS505	Manage organisational customer service
BSBOPS506X	Plan for organisational disruption
BSBOPS507X	Manage organisational response to disruption
BSBOPS601	Develop and implement business plans
BSBOPS602	Monitor corporate governance activities
BSBPEF101	Plan and prepare for work readiness
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF202	Plan and apply time management
BSBPEF301	Organise personal work priorities
BSBPEF302	Develop self-awareness
BSBPEF401	Manage personal health and wellbeing
BSBPEF402	Develop personal work priorities
BSBPEF403	Lead personal development
BSBPEF501	Manage personal and professional development
BSBPEF502	Develop and use emotional intelligence
BSBPMG420	Apply project scope management techniques
BSBPMG421	Apply project time management techniques
BSBPMG422	Apply project quality management techniques
BSBPMG423	Apply project cost management techniques
BSBPMG424	Apply project human resources management approaches
BSBPMG425	Apply project information management and communications techniques
BSBPMG426	Apply project risk management techniques

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Code	Title
BSBPMG427	Apply project procurement procedures
BSBPMG428	Apply project life cycle management processes
BSBPMG429	Apply project stakeholder engagement techniques
BSBPMG430	Undertake project work
BSBPMG530	Manage project scope
BSBPMG531	Manage project time
BSBPMG532	Manage project quality
BSBPMG533	Manage project cost
BSBPMG534	Manage project human resources
BSBPMG535	Manage project information and communication
BSBPMG536	Manage project risk
BSBPMG537	Manage project procurement
BSBPMG538	Manage project stakeholder engagement
BSBPMG539	Manage project governance
BSBPMG540	Manage project integration
BSBPMG541	Manage complex projects
BSBPMG630	Enable program execution
BSBPMG631	Manage program delivery
BSBPMG632	Manage program risk
BSBPMG633	Provide leadership for the program
BSBPMG634	Facilitate stakeholder engagement
BSBPMG635	Implement program governance
BSBPMG636	Manage benefits
BSBPMG637	Engage in collaborative alliances
BSBPMG810	Prioritise projects and programs
BSBPMG811	Select and balance the portfolio
BSBPMG812	Manage and review portfolio performance
BSBPMG813	Govern the portfolio
BSBPMG814	Lead the portfolio
BSBPMG815	Manage portfolio communications and change
BSBPMG816	Manage portfolio resources
BSBPMG817	Manage portfolio risk
BSBPRC401	Plan procurement

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Code	Title
BSBPRC402	Negotiate contracts
BSBPRC403	Conduct international procurement
BSBPRC406	Conduct e-procurement
BSBPRC501	Manage procurement strategies
BSBPRC502	Manage supplier relationships
BSBPRC503	Manage international procurement
BSBPRC504	Manage a supply chain
BSBPRC505	Manage ethical procurement strategy
BSBPUR301	Purchase goods and services
BSBSTR301	Contribute to continuous improvement
BSBSTR401	Promote innovation in team environments
BSBSTR402	Implement continuous improvement
BSBSTR501	Establish innovative work environments
BSBSTR502	Facilitate continuous improvement
BSBSTR503	Develop organisational policy
BSBSTR601	Manage innovation and continuous improvement
BSBSTR602	Develop organisational strategies
BSBSTR603	Develop business continuity plans
BSBSTR801	Lead innovative thinking and practice
BSBSTR802	Lead strategic planning processes for an organisation
BSBSTR803	Establish business continuity management strategies
BSBSUS211	Participate in sustainable work practices
BSBSUS411	Implement and monitor environmentally sustainable work practices
BSBSUS412	Develop and implement workplace sustainability plans
BSBSUS413	Evaluate and report on workplace sustainability
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBSUS601	Lead corporate social responsibility
BSBTEC101	Operate digital devices
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets

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Code	Title
BSBTEC303	Create electronic presentations
BSBTEC401	Design and produce complex text documents
BSBTEC402	Design and produce complex spreadsheets
BSBTEC403	Apply digital solutions to work processes
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTEC405	Review and maintain organisation's digital presence
BSBTEC501	Develop and implement an e-commerce strategy
BSBTEC601	Review organisational digital strategy
BSBTWK201	Work effectively with others
BSBTWK301	Use inclusive work practices
BSBTWK401	Build and maintain business relationships
BSBTWK501	Lead diversity and inclusion
BSBTWK502	Manage team effectiveness
BSBTWK503	Manage meetings
BSBTWK601	Develop and maintain strategic business networks
BSBWHS211	Contribute to the health and safety of self and others
BSBWHS307	Apply knowledge of WHS laws in the workplace
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
BSBWHS309	Contribute effectively to WHS communication and consultation processes
BSBWHS310	Contribute to WHS issue-resolution processes
BSBWHS311	Assist with maintaining workplace safety
BSBWHS312X	Apply Safe and Respectful Workplace Practices
BSBWHS331	Participate in identifying and controlling hazardous chemicals
BSBWHS332X	Apply infection prevention and control procedures to own work activities
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBWHS412	Assist with workplace compliance with WHS laws
BSBWHS413	Contribute to implementation and maintenance of WHS consultation and participation processes
BSBWHS414	Contribute to WHS risk management
BSBWHS415	Contribute to implementing WHS management systems
BSBWHS416	Contribute to workplace incident response
BSBWHS417	Assist with managing WHS implications of return to work
BSBWHS418	Assist with managing WHS compliance of contractors

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Code	Title
BSBWHS419	Contribute to implementing WHS monitoring processes
BSBWHS431	Develop processes and procedures for controlling hazardous chemicals in the workplace
BSBWHS432X	Contribute to organisational mental health response in the context of disruptive events
BSBWHS504	Manage WHS risks
BSBWHS512	Contribute to managing work-related psychological health and safety
BSBWHS513	Lead WHS risk management
BSBWHS514	Manage WHS compliance of contractors
BSBWHS515	Lead initial response to and investigate WHS incidents
BSBWHS516	Contribute to developing, implementing and maintaining an organisation's WHS management system
BSBWHS517	Contribute to managing a WHS information system
BSBWHS518	Manage WHS hazards associated with maintenance and use of plant
BSBWHS519	Lead the development and use of WHS risk management tools
BSBWHS520	Manage implementation of emergency procedures
BSBWHS521	Ensure a safe workplace for a work area
BSBWHS522	Manage WHS consultation and participation processes
BSBWHS531	Implement and evaluate system of work for managing hazardous chemicals
BSBWHS603	Implement WHS risk management
BSBWHS605	Develop, implement and maintain WHS management systems
BSBWHS611	Develop and implement strategies that support work-related psychological health and safety
BSBWHS612	Develop and implement a strategy to support a positive WHS culture
BSBWHS613	Evaluate the WHS performance of an organisation
BSBWHS614	Conduct a WHS audit under the guidance of a lead auditor
BSBWHS616	Apply safe design principles to control WHS risks
BSBWHS617	Apply ergonomics to manage WHS risks
BSBWHS631	Apply occupational hygiene principles to manage WHS risks
BSBWRT311	Write simple documents
BSBWRT411	Write complex documents
BSBXBD401	Capture and store big data
BSBXBD402	Test big data samples
BSBXBD403	Analyse big data
BSBXBD404	Use big data for operational decision making

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Code	Title
BSBXBD405	Develop procedures for managing big data
BSBXBD406	Present big data insights
BSBXBD407	Protect big data integrity
BSBXBD408	Implement and review procedures for managing big data
BSBXBD501	Develop big data strategy
BSBXCM301	Engage in workplace communication
BSBXCM401	Apply communication strategies in the workplace
BSBXCM501	Lead communication in the workplace
BSBXCS301	Protect own personal online profile from cyber security threats
BSBXCS302	Identify and report online security threats
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXCS304	Apply cyber hygiene best practices
BSBXCS305	Identify and assess cyber security insider threats and risks
BSBXCS306	Apply own techniques to prevent cyber security insider threats
BSBXCS401	Maintain security of digital devices
BSBXCS402	Promote workplace cyber security awareness and best practices
BSBXCS403	Contribute to cyber security threat assessments
BSBXCS404	Contribute to cyber security risk management
BSBXCS405	Contribute to cyber security incident responses
BSBXCS406	Develop cyber security insider threat and risk response plans
BSBXCS407	Develop cyber hygiene best practice plan
BSBXCS408	Develop employee cyber security risk profiles
BSBXCS409	Plan and implement organisational cyber security insider threat prevention strategies
BSBXDB301	Respond to the service needs of customers and clients with disability
BSBXDB401	Develop and implement recruitment processes that are inclusive of people with disability
BSBXDB501	Support staff members with disability in the workplace
BSBXDB502	Adapt organisations to enhance accessibility for people with disability
BSBXTW301	Work in a team
BSBXTW401	Lead and facilitate a team

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Mapping to previous version of the training package

Mapping information can be useful for delivery and assessment as it:

- explains the extent of changes to assist users in identifying how previous training materials can be adapted
- shows whether the outcomes of the previous and current versions are equivalent or not equivalent
- shows newly created components as well as any components deleted from the training package.

Key to mapping tables below		
E	Equivalent	Where the workplace outcomes of the superseded and superseding training package components are equivalent.
NE	Not equivalent	Where a training package component is superseded, and the workplace outcome of the component has changed.
NC	Newly created	Where the training package component has been created to address an emerging skill or task required by industry.
D	Deleted	Where a training package component is deleted as the skill or task is no longer required by industry.

Qualification mapping information, including equivalence table

The table below maps those BSB Training Package qualifications affected by the update from Version 8.1 to Version 9.0.

Code and title BSB TP Version 8.1	Code and title BSB TP Version 9.0	Comments	Equivalence to previous
BSB30719 Certificate III in Work Health and Safety	**BSB30726** Certificate III in Work Health and Safety	Added an additional elective unit of competency: BSBWHS312X Apply safe and respectful workplace practices. Upgrade of 5 superseded Units of Competency.	E

No further qualifications were created, deleted or changed in the update from Version 8.1 to Version 9.0. Those qualifications not included in the mapping table above are listed in the 'Qualifications in the BSB Training Package' table.

Skill sets mapping information, including equivalence table

Skill Sets mapping

The table below maps those BSB Training Package skill sets affected by the update from Version 8.1 to Version 9.0.

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Code and title BSB TP Version 8.1	Code and title BSB TP Version 9.0	Comments	Equivalence to previous
N/A	N/A		N/A

No further skill sets were created, deleted or changed in the update from Version 8.1 to Version 9.0. Those skill sets not included in the mapping table above are listed in the Skill Sets in BSB Training Package table.

Unit mapping information, including equivalence table

Code and title BSB TP Version 8.1	Code and title BSB TP Version 9.0	Comments	Equivalence to previous
N/A	BSBWHS312X Apply safe and respectful workplace practices	Added a new elective unit of competency	NC
CPPWMT3044A Identify wastes and hazards	CPPWMT3003 Identify and respond to hazards and emergencies in waste management	Updated superseded imported unit of competency	NE
MEM13001B Perform emergency first aid	MEM13001 Perform emergency first aid	Updated superseded imported unit of competency	E
RIIVEH305E Operate and maintain a four wheel drive vehicle	RIIVEH305F Operate and maintain a four wheel drive vehicle	Updated superseded imported unit of competency	E
RIIWHS202D Enter and work in confined spaces	RIIWHS202 Enter and work in confined spaces	Updated superseded imported unit of competency	E
RIIWHS204D Work safely at heights	RIIWHS204 Work safely at heights	Updated superseded imported unit of competency	E

No further units of competency were created, deleted or changed in the update from Version 8.1 to Version 9.0.

Standalone units of competency mapping information, including equivalence table

Standalone units of competency mapping

The table below maps those BSB Training Package standalone units of competency added in the update from Version 8.1 to Version 9.0.

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Code and title BSB TP Version 8.1	Code and title BSB TP Version 9.0	Comments	Equivalence to previous
N/A	BSBDIG201X Develop basic digital information search, evaluation and management skills	Newly created unit of competency	NC
N/A	BSBDIG202X Develop basic digital communication and collaboration skills	Newly created unit of competency	NC
N/A	BSBDIG203X Develop basic digital content creation skills	Newly created unit of competency	NC
N/A	BSBDIG204X Develop basic digital safety, wellbeing and responsible use skills	Newly created unit of competency	NC
N/A	BSBDIG205X Develop basic digital problem identification and solving skills	Newly created unit of competency	NC
N/A	BSBDIG206X Develop basic digital artificial intelligence (AI) skills	Newly created unit of competency	NC
N/A	BSBDIG207X Develop basic digital cyber security skills	Newly created unit of competency	NC
N/A	BSBDIG208X Develop basic digital skills in the workplace	Newly created unit of competency	NC
N/A	BSBDIG301X Develop intermediate digital information search, evaluation and management skills	Newly created unit of competency	NC
N/A	BSBDIG302X Develop intermediate digital communication and collaboration	Newly created unit of competency	NC
N/A	BSBDIG303X Develop intermediate digital content creation skills	Newly created unit of competency	NC
N/A	BSBDIG304X Develop intermediate digital safety, wellbeing and responsible use skills	Newly created unit of competency	NC
N/A	BSBDIG305X Develop intermediate digital problem identification and solving skills	Newly created unit of competency	NC
N/A	BSBDIG306X Develop intermediate digital artificial	Newly created unit of competency	NC

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Code and title BSB TP Version 8.1	Code and title BSB TP Version 9.0	Comments	Equivalence to previous
	intelligence (AI) skills		
N/A	BSBDIG307X Develop intermediate digital cyber security skills	Newly created unit of competency	NC
N/A	BSBDIG308X Develop intermediate digital skills in the workplace	Newly created unit of competency	NC
N/A	BSBDIG401X Develop advanced digital information search, evaluation and management skills	Newly created unit of competency	NC
N/A	BSBDIG402X Develop advanced digital communication and collaboration skills	Newly created unit of competency	NC
N/A	BSBDIG403X Develop advanced digital content creation skills	Newly created unit of competency	NC
N/A	BSBDIG404X Develop advanced digital safety, wellbeing and responsible use skills	Newly created unit of competency	NC
N/A	BSBDIG405X Develop advanced digital problem identification and solving skills	Newly created unit of competency	NC
N/A	BSBDIG406X Develop advanced digital artificial intelligence (AI) skills	Newly created unit of competency	NC
N/A	BSBDIG407X Develop advanced digital cyber security skills	Newly created unit of competency	NC
N/A	BSBDIG408X Develop advanced digital skills in the workplace	Newly created unit of competency	NC
N/A	BSBDIG501X Develop highly advanced digital information search, evaluation and management skills	Newly created unit of competency	NC
N/A	BSBDIG502X Develop highly advanced digital communication and	Newly created unit of competency	NC

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Code and title BSB TP Version 8.1	Code and title BSB TP Version 9.0	Comments	Equivalence to previous
	collaboration skills		
N/A	BSBDIG503X Develop highly advanced digital content creation skills	Newly created unit of competency	NC
N/A	BSBDIG504X Develop highly advanced digital safety, wellbeing and responsible use skills	Newly created unit of competency	NC
N/A	BSBDIG505X Develop highly advanced digital problem identification and solving skills	Newly created unit of competency	NC
N/A	BSBDIG506X Develop highly advanced digital artificial intelligence (AI) skills	Newly created unit of competency	NC
N/A	BSBDIG507X Develop highly advanced digital cyber security skills	Newly created unit of competency	NC
N/A	BSBDIG508X Develop highly advanced digital skills in the workplace	Newly created unit of competency	NC

No further standalone units of competency were created, deleted or changed in the update from Version 8.1 to Version 9.0.

Standalone units of competency implementation guidance

Units of competency may be delivered as standalone units where this is appropriate to the learner, workplace or training context. This includes units that are available as electives within a qualification as well as units designed to support broader application across industries.

Where a unit is delivered on a standalone basis, RTOs should ensure that:

- the purpose and intended outcome of the unit are clearly communicated to learners
- delivery and assessment address all requirements of the unit of competency and its assessment requirements
- the learner has access to the workplace, simulated workplace or other resources required to demonstrate competency
- any assumed knowledge, foundation skills or digital capability needed to participate successfully are considered as part of pre-training assessment and learner support
- assessment reflects an appropriate workplace context, even where the learner is not enrolled in a full qualification
- reasonable adjustment and other learner support arrangements are considered where required

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- where the unit is imported into a qualification, its inclusion is permitted under the packaging rules of that qualification.

Standalone delivery may be particularly useful where learners require a discrete capability for employment, professional development, upskilling or reskilling without undertaking a full qualification.

List of imported and pre-requisite units in the Training Package

Imported units in BSB Training Package

A range of UoCs has been imported into the BSB Training Package to provide greater flexibility, choice and transferability of skills within the industry.

Code	Title	Host Training Package
AHCBUS615	Implement a monitoring, evaluation and reporting program	AHC Agriculture, Horticulture and Conservation and Land Management
CHCMGT004	Secure and manage funding	CHC Community Services
CPPCMN4009	Develop team understanding of and commitment to sustainability	CPP Property Services
CPPDSM4047	Implement and monitor procurement process	CPP Property Services
CPPWMT3003	Identify and respond to hazards and emergencies in waste management	CPP Property Services
CUACNM601	Manage collection maintenance and preservation procedures	CUA Creative Arts and Culture
CUAEVP211	Assist with the staging of public activities or events	CUA Creative Arts and Culture
CUAEVP411	Present information on activities, events or public programs	CUA Creative Arts and Culture
CUAIND202	Develop and apply knowledge of information and cultural services organisations	CUA Creative Arts and Culture
CUAPRE401	Implement preventive conservation activities	CUA Creative Arts and Culture
DEFEVL001	Develop an evaluation program	DEF Defence
DEFEVL002	Evaluate and report collected information	DEF Defence
DEFEVL003	Maintain and enhance professional practice	DEF Defence
DEFEVL004	Evaluate a training and assessment system	DEF Defence
DEFEVL005	Evaluate a community based program	DEF Defence
DEFEVL006	Evaluate business performance	DEF Defence
FNSACC312	Administer subsidiary accounts and ledgers	FNS Financial Services
FNSACC411	Process business tax requirements	FNS Financial Services
FNSACC412	Prepare operational budgets	FNS Financial Services
FNSACC413	Make decisions in a legal context	FNS Financial Services

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Code	Title	Host Training Package
FNSACC416	Set up and operate a computerised accounting system	FNS Financial Services
FNSFLT201	Develop and use a personal budget	FNS Financial Services
FNSINC401	Apply principles of professional practice to work in the financial services industry	FNS Financial Services
FNSORG601	Negotiate to achieve goals and manage disputes	FNS Financial Services
FNSORG602	Develop and manage financial systems	FNS Financial Services
FNSPRM601	Establish, supervise and monitor practice systems to conform with legislation and regulations	FNS Financial Services
FNSTPB402	Establish and maintain payroll systems	FNS Financial Services
FSKDIG002	Use digital technology for routine and simple workplace tasks	FSK Foundation Skills
FSKLRG011	Use routine strategies for work-related learning	FSK Foundation Skills
FSKOCM006	Use oral communication skills to participate in workplace teams	FSK Foundation Skills
HLTAID003	Provide first aid	HLT Health
HLTAID005	Provide first aid in remote situations	HLT Health
ICPPRP3220	Digitise images for reproduction	ICP Printing and Graphic Arts
ICPPRP422	Digitise complex images for reproduction	ICP Printing and Graphic Arts
ICTICT221	Identify and use specific industry standard technologies	ICT Information and Communications Technology
ICTICT517	Match ICT needs with the strategic direction of the organisation	ICT Information and Communications Technology
ICTICT526	Verify client business requirements	ICT Information and Communications Technology
ICTICT612	Develop contracts and manage contract performance	ICT Information and Communications Technology
ICTICT616	Develop communities of practice	ICT Information and Communications Technology
ICTSAS305	Provide ICT advice to clients	ICT Information and Communications Technology
ICTSAS432	Identify and resolve client ICT problems	ICT Information and Communications Technology
ICTWEB306	Develop web presence using social media	ICT Information and Communications Technology
LGACOR011	Analyse financial reports and budgets	LGA Local Government
MEM13001	Perform emergency first aid	MEM Manufacturing and

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Code	Title	Host Training Package
		Engineering
MSMENV472	Implement and monitor environmentally sustainable work practices	MSM Manufacturing Training Package
MSS015022	Develop strategies for more sustainable use of resources	MSS Sustainability
MSS015025	Develop a business case for sustainability improvements	MSS Sustainability
PSPETH002	Uphold and support the values and principles of public service	PSP Public Sector
PSPETH003	Promote the values and ethos of public service	PSP Public Sector
PSPGEN021	Contribute to conflict management	PSP Public Sector
PSPGEN028	Provide a quotation	PSP Public Sector
PSPGEN043	Apply government processes	PSP Public Sector
PSPGEN049	Undertake negotiations	PSP Public Sector
PSPMGT006	Develop a business case	PSP Public Sector
PSPMGT012	Facilitate knowledge management	PSP Public Sector
PSPPCM006	Select providers and develop contracts	PSP Public Sector
PSPPCM007	Manage contracts	PSP Public Sector
PSPPCM008	Manage contract performance	PSP Public Sector
PSPPCM009	Finalise contracts	PSP Public Sector
PSPPCM010	Manage procurement risk	PSP Public Sector
PSPPCM011	Plan to manage a contract	PSP Public Sector
PSPPCM012	Plan for procurement outcomes	PSP Public Sector
PSPPCM013	Make procurement decisions	PSP Public Sector
PSPPCM015	Conduct and manage coordinated procurement	PSP Public Sector
PSPPCM016	Plan and implement strategic sourcing	PSP Public Sector
PSPPCM017	Plan and implement procurement category management	PSP Public Sector
PSPPCM018	Conduct demand and procurement spend analysis	PSP Public Sector
PSPPCY004	Support policy implementation	PSP Public Sector
PUACOM008	Develop and organise public safety awareness programs	PUA Public Safety
PUAFER001	Identify, prevent and report potential facility emergency situations	PUA Public Safety
PUAFER004	Respond to facility emergencies	PUA Public Safety
PUAWHS003	Implement and monitor organisational work, health and safety policies, procedures and programs	PUA Public Safety
RIIVEH305F	Operate and maintain a four wheel drive vehicle	RII Resources and

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Code	Title	Host Training Package
		Infrastructure Industry
RIIWHS202E	Enter and work in confined spaces	RII Resources and Infrastructure Industry
RIIWHS204E	Work safely at heights	RII Resources and Infrastructure Industry
RIIWHS403D	Apply the mine work health and safety management plan	RII Resources and Infrastructure Industry
SIRXCEG002	Assist with customer difficulties	SIR Retail Services
SIRXCEG004	Create a customer-centric culture	SIR Retail Services
SIRXCEG005	Maintain business to business relationships	SIR Retail Services
SIRXECM002	Prepare digital content	SIR Retail Services
SIRXECM003	Design an ecommerce site	SIR Retail Services
SIRXMGT005	Lead the development of business opportunities	SIR Retail Services
SIRXMKT001	Support marketing and promotional activities	SIR Retail Services
SIRXMKT002	Use social media to engage customers	SIR Retail Services
SIRXMKT006	Develop a social media strategy	SIR Retail Services
SIRXMKT007	Develop a digital marketing plan	SIR Retail Services
SIRXOSM003	Use social media and online tools	SIR Retail Services
SIRXOSM005	Develop a basic website for customer engagement	SIR Retail Services
SIRXOSM007	Manage risk to organisational reputation in an online setting	SIR Retail Services
SIRXPDK001	Advise on products and services	SIR Retail Services
SIRXSLS003	Achieve sales results	SIR Retail Services
SIRXSLS004	Drive sales results	SIR Retail Services
TAEASS301	Contribute to assessment	TAE Training and Education
TAEDEL301	Provide work skill instruction	TAE Training and Education
TAEDEL401	Plan, organise and deliver group-based learning	TAE Training and Education
TAEDES501	Design and develop learning strategies	TAE Training and Education
TAELED803	Implement improved learning practice	TAE Training and Education
TAELED804	Review enterprise e-learning systems and solutions implementation	TAE Training and Education
TLIE4006	Collect, analyse and present workplace data and information	TLI Transport and Logistics

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Key work and training requirements in the industry

Training and assessment in simulated environments

UoCs in the BSB Training Package may be delivered and assessed in the workplace, a simulated workplace environment or an environment that accurately represents a real workplace.

To maintain the integrity of training and assessment RTOs, trainers and assessors need to ensure that learning activities and assessments accurately reflect workplace activities. RTOs will need regular contact with industry to ensure the currency and validity of all activities conducted in simulated environments.

All assessors must consider relevant care and due diligence when assessing UoCs.

Workplace simulation criteria

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

- **Quality** – The work is of the standard required in the industry.
- **Productivity** – The work is performed within a timeframe appropriate in the industry.
- **Safety** – The work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are 'work ready' on successful completion of UoCs.

Simulations should provide opportunities for integrated assessment of competence that include:

- performing the task (task skills)
- managing a number of tasks (task management skills)
- dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
- fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
- transferring competency to new contexts.

To further enhance the validity of assessment processes using simulation, the assessor should consider:

- assessments covering a range of interconnected units of competency
- use of assessment checklists to ensure that all performance evidence and knowledge evidence requirements have been met
- use of self-assessment, peer assessment and debriefing activities
- use of authentic workplace documentation.

Assessment activities must be realistic and reasonable in terms of scale.

Contemporary and inclusive language

Training and assessment materials should use contemporary, respectful and inclusive language that avoids bias, stereotypes and assumptions about individuals or groups. Language should be appropriate to the workplace context and support equitable participation by learners from diverse backgrounds. Where examples, case studies, scenarios or role plays are used, these should reflect diversity in a balanced and authentic way and avoid reinforcing discriminatory or outdated language or practices.

Requirements for assessors

Assessor requirements are outlined in the 2025 Standards for RTOs, Credential Policy. All assessors must meet the requirements set by the applicable registering body. It is also recommended that assessors have current and

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specialist industry skills, knowledge and experience for the applicable part of the Training Package being assessed.

Regulation and licensing implications for implementation

Regulation or licensing issues are identified in the Application section of UoCs and the Qualification Description section of qualifications. If there are no requirements, the following statement will appear: No licensing, legislative or certification requirements apply to this unit/qualification at the time of publication.

Information for conveyancers

Conveyancers (known as Settlement Agents in Western Australia) prepare and lodge legal documentation involved in a transfer of real property. The following licensing, legislative and certification requirements apply to conveyancing qualifications in the BSB Training Package.

Minimum qualifications/required UoCs

Many states and territories mandate completion of BSB Training Package products as a requirement for practicing as a licensed conveyancer:

State/ Territory	Licensing requirements
ACT	No specialist licensed conveyancers. All conveyancing work must be undertaken by a legal practitioner.
NSW	**Advanced Diploma of Conveyancing,** 18 UoCs prescribed. Legal practitioners may conduct conveyancing work without holding a conveyancer's licence. Must comply with Conveyancers Licensing Act 2003 (NSW).
NT	**Advanced Diploma of Conveyancing, unit requirements set by Board approval rather than prescribed in the Act. Must comply with Agents Licensing Act 1979 (NT).**
QLD	No specialist licensed conveyancers. All conveyancing work must be undertaken by a legal practitioner.
SA	**Advanced Diploma of Conveyancing,** 18 UoCs prescribed. Legal practitioners may conduct conveyancing work without holding a conveyancer's licence. Must comply with Conveyancers Act 1994 (SA).
TAS	**Diploma of Conveyancing, Advanced Diploma of Conveyancing, or Advanced Diploma of Financial Services (Conveyancing),** no UoCs prescribed. Must comply with Conveyancing Act 2004 (Tas).
VIC	**Advanced Diploma of Conveyancing,** 15 specified UoCs prescribed. Legal practitioners may conduct conveyancing work without holding a conveyancer's licence. Must comply with Conveyancers Act 2006 (Vic) and Conveyancers (Qualifications and Experience) Regulations 2018.
WA	**Advanced Diploma of Conveyancing,** no UoCs prescribed. Legal practitioners may conduct conveyancing work without holding a settlement agent's licence. Must comply with Settlement Agents Act 1981 (WA).

Relevant legislation and regulatory requirements

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In developing training package components, legislative and regulatory requirements were considered. Legislative and regulatory requirements differ between States and Territories in Australia and are subject to change. RTOs are responsible for ensuring that delivery and assessment incorporates the appropriate requirements.

Commonwealth

- A New Tax System (Goods and Services Tax) Act 1999
- Age Discrimination Act 2004
- Anti-Money Laundering and Counter-Terrorism Financing Act 2006
- Australian Capital Territory Government Service (Consequential Provisions) Act 1994
- Australian Human Rights Commission Act 1986
- Australian Prudential Regulation Authority Act 1998
- Australian Securities and Investments Commission Act 2001
- Competition and Consumer Act 2010
- Corporations (Aboriginal and Torres Strait Islander) Act 2006
- Corporations Act 2001
- Disability Discrimination Act 1992
- Fair Work Act 2009
- Fair Work Legislation Amendment (Secure Jobs, Better Pay) Act 2022
- Fair Work Amendment (Paid Family and Domestic Violence Leave) Act 2022
- Fringe Benefits Tax Assessment Act 1986
- Income Tax Assessment Act 1997
- Privacy Act 1988
- Racial Discrimination Act 1975
- Respect at Work reforms (Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022)
- Sex Discrimination Act 1984
- Tax Agent Services Act 2009
- Taxation Administration Act 1953
- Work Health and Safety Act 2011

State/Territory

- Anti-discrimination: Discrimination Act 1991 (ACT); Anti-Discrimination Act 1977 (NSW); Anti-Discrimination Act 1996 (NT); Anti-Discrimination Act 1991 (Qld); Anti-Discrimination Act 1998 (Tas); Equal Opportunity Act 1995 (Vic); Equal Opportunity Act 1984 (WA)
- Work health and safety: Work Health and Safety Act 2011 (ACT, Cth, NSW, Qld, SA, Tas); Occupational Health and Safety Act 2004 (Vic); Occupational Safety and Health Act 1984 (WA)Trustee: Trustee Act 1958 (Vic); Trustee Act 1925 (NSW); Trustee Act 1936 (SA); Trustee Act 1962 (WA); Trustee Act 1978 (Qld)

Regulatory authorities/standards

- Australian Accounting Standards Board (AASB)
- Disability Standards for Education 2005
- Financial Reporting Council
- Safe Work Australia — Model Code of Practice: Managing psychosocial hazards at work

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Prerequisite units in the BSB Training Package

Unit code and title	Prerequisite unit code and title
No native *BSB Training Package* UoCs have prerequisite unit requirements.	N/A

Implementation information

Information on the key features of the Training Package and the industry that will impact on the selection of training pathways.

The BSB Training Package has been structured to address the transferable skills required by workers across the economy, whilst also reflecting current and emerging skills needs across industry sectors.

These competency fields are not new. They already exist within the current BSB Training Package, and now also underpin the new generalist UoCs. Each represents a broad 'area' or 'unit sector' that applies across all industry sectors and competency fields, rather than being specific to one, and is discussed in further detail below:

Business Competence: These general business skills are essential to succeeding in the Business Services sector. These include financial literacy, entrepreneurial skills, project management, and an understanding of business operations. Being equipped with strong business competence, allows individuals to move between job roles and industries across the Business Services sector, as well as to plan and build a new business venture.

- **Financial Literacy** – In a Business Services environment, an individual that is financially literate is able to interact effectively with the financial resources of an organisation. These skills and knowledge enable the individual to identify, report on, and make strategic decisions relating to financial resources and transactions.
- **Entrepreneurship / Small Business** – An individual that is competent in entrepreneurship demonstrates the skills and knowledge to plan, launch and maintain a new business venture. An individual that is entrepreneurial will also be able to identify business opportunities and develop strategies to gain advantage for an existing venture.
- **Sustainability** – Sustainability practices encourage business activity that meets present needs, without compromising future production. An individual with the skills and knowledge to apply sustainability practices in a Business Services environment manages financial, social and environmental risks, obligations and opportunities.
- **Business Operations** – Skills in business operations enable an individual to work effectively in a Business Services environment. These operational functions support the administration of an organisation to produce the greatest level of effectiveness and efficiency in its core areas of focus.
- **Project Management** – A project is a temporary venture undertaken to create a unique product, service or result. Projects have a defined beginning and end in time, and therefore defined scope and resources. Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Critical Skills: Critical thinking and problem solving skills enable individuals to interpret and apply information objectively. Individuals with these skills are better equipped to succeed in the Business Services sector, as their logic and rationale is self-monitored and self-corrective, irrespective of the context. These individuals are better equipped to think strategically about work practices, and to be personally effective.

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- **Critical Thinking** – Critical thinking skills enables an individual to gather, analyse, and apply information to develop effective solutions. These skills support intellectual rigour and objectivity. The ability to apply a critical thinking approach is highly sought by employers, as the skill is increasingly important for solving organisational challenges.
- **Personal Effectiveness** – Personal effectiveness involves using techniques and available resources to maximise personal performance to contribute to business objectives. In a Business Services context, personal effectiveness covers personal and professional development, and personal health and wellbeing, which supports performance and ongoing skill development.
- **Business Strategy** – Business strategy is an established plan of action designed to achieve a particular goal or set of organisational goals or objectives. It is aimed at strengthening the performance of the enterprise and sets out how business should be conducted to achieve the desired goals.

Social Competence: A socially competent individual can work effectively with others. These interpersonal skills encourage clear communication (verbal, non-verbal, written) and collaboration. As new ways of working emerge across the Business Services sector, including remote teaming and the 'gig economy', these skills will become increasingly important for successful workplace interaction.

- **Teamwork / Relationships** – An individual that has the skills to work (and build relationships) with others is more likely to be effective in a Business Services environment, particularly as digital technologies create more opportunities to work collaboratively.
- **Verbal communication** – Effective verbal communication is an essential skill in a Business Services environment. Verbal communication may take the form of a conversation, speech or presentation, and be direct or indirect.
- **Written communication** – Written communication, an essential skill in a Business Services environment, is often formal (e.g. a memo, report, letter), though sometimes may be less formal (e.g. email or instant messenger). Each type of written communication requires understanding of appropriate style and context.
- **Leadership** – Leadership skills enable a person to interact with others in a way that improves collective performance. For this reason, effective leadership can produce desired organisational outcomes. These competencies are important for, not only individuals in management roles, but for individuals across the Business Services sector.

Data Literacy: Data literacy is the ability to derive meaningful insights from data. People in roles across the Business Services sector have access to more data, with a growing emphasis being placed on data-driven decision making. These skills enable a person to effectively identify, locate, interpret, and evaluate information to produce business insights.

Digital Competence: In this Training Package, a general business skill area, distinct from the Digital Capability UoCs covered separately. A digitally competent person can use new and emerging platforms and digital technologies in a business environment. These systems are used safely and critically and enable digital collaboration. As the Business Services sector becomes increasingly digitally enabled, broad digital competence becomes imperative for this workforce.

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- **Cyber Security** – Exponential growth in the amount of sensitive data being stored calls for new information security skills, particularly around data protection and privacy. There are opportunities in the Business Services sector for cyber security professionals that can manage advanced threat response, risk management and advanced adversaries.
- **Generalist Digital Capability** – Units in this category develop the broad digital competencies needed to operate effectively across contemporary business environments, drawing on the European DigComp 3.0 framework as an internationally recognised benchmark for digital competency.
- **Technology Use** – The ability to effectively use new and emerging technologies is increasingly important for the Business Services workforce. Technological developments present opportunities for organisations to operate more effectively and efficiently, including by enabling greater collaboration.

Work Health and Safety: These skills equip individuals to recognise psychosocial hazards and respond appropriately, and to contribute to safe, respectful workplace cultures. As psychosocial risk has become a mainstream WHS compliance requirement across Australian jurisdictions, these skills are increasingly relevant to workers across all Business Services roles, not only those with a dedicated WHS function.

- **Psychosocial Hazard Recognition** – The ability to identify workplace factors that may contribute to psychological harm, including those relating to workplace behaviour, work design, and work environment, and can distinguish between low-level workplace friction and hazards requiring a response.
- **Respectful Workplace Practices** – This skill applies behaviours and standards consistent with a workplace free from harassment, discrimination and disrespectful conduct, contributing to a positive and inclusive workplace culture.
- **Trauma-Informed Practice** – This involves recognising and responding sensitively to individuals who may be affected by trauma, adjusting communication and support approaches accordingly, and understanding when and how to refer a person to appropriate support services.
- **Confidentiality and Escalation** – A person with this skill can judge when to maintain the confidentiality of a disclosure and when a matter must be escalated regardless of a request for confidentiality. For example, where there is a legal obligation to report, an immediate risk to health or safety, or a serious breach the organisation is required to act on. Where the situation is ambiguous, the individual seeks guidance through workplace policy or a designated contact rather than making a unilateral judgement.

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Industry sectors and occupational outcomes of qualifications

Industry sectors represented in the training package

Area	Unit sector (alpha code)	Description This code is used to indicate:
Business Competence	**Business Operations (OPS)**	UoCs that can be used across industries and training packages for the support and management of business operations functions
	Entrepreneurship and Small Business (ESB)	UoCs that can be used across industries and training packages for the development and management of new business ventures
	Financial Literacy (FIN)	UoCs that can be used across industries and training packages for the support and management of organisational accounting and finance functions
	Project Management (PMG)	UoCs that can be used across industries and training packages for management and direction of projects, programs and portfolios of work
	Sustainability (SUS)	UoCs that can be used across industries and training packages for fostering socially and environmentally sustainable work practices
Critical Thinking & Problem Solving	**Business Strategy (STR)**	UoCs that can be used across industries and training packages for the implementation and development of business strategy – including innovation and continuous improvement
	Critical Thinking (CRT)1	UoCs that can be used across industries and training packages for developing concepts, ideas and constructive debate for the workplace
	Personal Effectiveness (PEF)	UoCs that can be used across industries and training packages for personal and professional development, and health and wellbeing

[1] Note: The Critical Thinking (CRT) units above address conceptual and interpersonal problem-solving and do not include a digital dimension. Digital problem-solving is addressed separately by the Digital Capability Units of Competency — Digital Problem Identification and Solving Skills (BSBDIG205X–BSBDIG505X across all four proficiency levels).

Area	Unit sector (alpha code)	Description This code is used to indicate:
	Business Strategy (STR)	UoCs that can be used across industries and training packages for the implementation and development of business strategy – including innovation and continuous improvement
Cross sector	**Big Data (XBD)**	UoCs that can be used across industries and training packages to develop skills in working with big data
	Cyber Security (XCS)	UoCs that can be used across industries and training packages to develop skills in supporting a cyber secure workforce
	Inclusion of People with Disability in VET (XDB)	UoCs that can be used across industries and training packages for those engaging with people with disability
	Teamwork and Communication (XTW, XCM)	UoCs that can be used across industries and training packages to develop skills for workplace communication and teamwork
Data Literacy	**Data Literacy (DAT)**	UoCs that can be used across industries and training packages for data analysis and the use of data to develop business insights
	See also 'Big Data'	See also 'Big Data'
Digital Competence	**Digital Capability (DIG)**	UoCs that develop the broad digital competencies needed to operate effectively across contemporary business environments
	Technology Use (TEC)	UoCs that can be used across industries and training packages for the use of software applications and other digital technologies in the workplace
	See also 'Cyber Security'	See also 'Cyber Security'
Social Competence	**Leadership (LDR)**	UoCs that can be used across industries and training packages for leadership and people management in the workplace
	Teamwork / Relationships (TWK)	UoCs that can be used across industries and training packages for working in teams and building effective business relationships

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Area	Unit sector (alpha code)	Description This code is used to indicate:
	Verbal Communication (CMM)	UoCs that can be used across industries and training packages for effective verbal communication in a workplace environment
	Written Communication (WRT)	UoCs that can be used across industries and training packages for effective written communication across a range of media
Technical Skills	**Aboriginal and Torres Strait Islander Governance (FNG)**	Specialist UoCs relating to the governance of Aboriginal and Torres Strait Islander organisations
	Audit and Compliance (AUD)	Specialist UoCs for undertaking compliance and quality auditing
	Conveyancing (CNV)	Specialist UoCs for facilitating conveyancing transactions
	Human Resources (HRM)	Specialist UoCs for supporting and managing the human resources function of an organisation
	Information Services (INS)	Specialist UoCs relating to libraries, archives and records management
	Legal Services (LEG)	Specialist UoCs for supporting the provision of legal advice
	Marketing (MKG)	Specialist UoCs for supporting and managing the marketing function of an organisation
	Medical Administration (MED)	Specialist UoCs for carrying out administration in medical practices
	Procurement (PRC)	Specialist UoCs for supporting and managing the procurement function of an organisation
	Work Health and Safety (WHS)	Specialist UoCs for supporting and managing the health and safety function of an organisation

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Explanation of any mandatory entry requirements for qualifications and skill sets

Mandatory entry requirements

Generally, individuals may commence a qualification or skill set provided that they have the knowledge, skills or experience required for entry. Industry feedback has determined that particular entry requirements are required to maximise the successful completion of some qualifications by learners.

The table below shows those qualifications in the BSB Business Services Training Package with specific entry requirements.

Code and title	Entry requirements	Rationale
BSB50320 Diploma of Human Resource Management	Have completed the following units (or equivalent competencies): BSBHRM411 Administer performance development processes; BSBHRM412 Support employee and industrial relations; BSBHRM415 Coordinate recruitment and onboarding; and BSBHRM417 Support human resource functions and processes. Equivalent competencies are predecessors to these units, which have been mapped as equivalent. or Have two years equivalent full-time relevant work experience.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have the skills to administer performance development processes, support employee and industrial relations, coordinate recruitment and onboarding, and support human resource functions and processes before completing higher qualifications. Consultees also suggested that the required competence could be achieved through two years on-the- job learning.
BSB50620 Diploma of Marketing and Communication	Have completed the following units (or equivalent competencies): BSBCMM411 Make presentations; BSBCRT412 Articulate, present and debate ideas; BSBMKG433 Undertake marketing activities; BSBMKG435 Analyse consumer behaviour; BSBMKG439 Develop and apply knowledge of communications industry; and BSBWRT411 Write complex documents. Equivalent competencies are predecessors to these units, which have been mapped as equivalent. or Have two years equivalent full-time relevant work experience.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have competence in writing complex documents, communicating ideas, undertaking marketing activities, and analysing consumer behaviour. Consultees also suggested that the required competence could be achieved through two years on-the-job learning.
BSB50720 Diploma of	Have completed the following units (or	Industry consultees suggested that the level of training and assessment

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Code and title	Entry requirements	Rationale
Paralegal Services	equivalent competencies): BSBLEG314 Protect information in a legal services environment; BSBLEG423 Conduct simple legal research; and BSBLEG424 Support the drafting of complex legal documents. Equivalent competencies are predecessors to these units, which have been mapped as equivalent. or Have two years equivalent full-time relevant work experience.	required for this qualification are not appropriate for a learner who does not yet have the skills to protect information, conduct research, and support drafting of complex documents. Consultees also suggested that the required competence could be achieved through two years on-the-job learning.
BSB51319 Diploma of Work Health and Safety	All BSB41419 Certificate IV in Work Health and Safety core units or equivalent competencies. Equivalent competencies are predecessors to the following units which have been mapped as equivalent. BSBWHS412 Assist with workplace compliance with WHS laws BSBWHS413 Contribute to implementation and maintenance of WHS consultation and participation processes BSBWHS414 Contribute to WHS risk management BSBWHS415 Contribute to implementing WHS management systems BSBWHS416 Contribute to workplace incident response.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have the skills to assist implementation and maintenance of WHS and contribute to WHS risk management and workplace incident response.
BSB60120 Advanced Diploma of Business	Have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions). or Have two years equivalent full-time relevant workplace experience in an operational or leadership role in an	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have competence to initiate, plan, execute and evaluate their own work and/or the work of others. Consultees also suggested that the required competence could be

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Code and title	Entry requirements	Rationale
	enterprise.	achieved through two years on-the-job learning.
BSB60320 Advanced Diploma of Human Resource Management	Have completed one of the following qualifications: BSB50320 Diploma of Human Resource Management; or BSB50618 Diploma of Human Resources Management (or a superseded equivalent version). or Have four years equivalent full-time relevant work experience.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have the skills to manage business risk and employee and industry relations; monitor policies; procedures and programs; coordinate plans; functions and processes; and contribute to the learning and development of teams and individuals. Consultees also suggested that the required competence could be achieved through four years on-the-job learning.
BSB60420 Advanced Diploma of Leadership and Management	Have completed a Diploma or Advanced Diploma from the BSB Training Package (current or superseded equivalent versions). or Have two years equivalent full-time relevant workplace experience in an operational or leadership role in an enterprise.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have competence to initiate, plan, execute and evaluate their own work and/or the work of others. Consultees also suggested that the required competence could be achieved through two years on-the-job learning.
BSB60520 Advanced Diploma of Marketing and Communication	Have completed the following units (or equivalent competencies): BSBMKG541 Identify and evaluate marketing opportunities; BSBMKG542 Establish and monitor the marketing mix; BSBMKG552 Design and develop marketing communication plans; BSBMKG555 Write persuasive copy; and BSBPMG430 Undertake project work. Equivalent competencies are predecessors to these units, which have been mapped as equivalent. or Have four years equivalent full-time	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have the skills to evaluate market opportunities, monitor the marketing mix, develop communication plans, write persuasive document, and undertake project work. Consultees also suggested that the required competence could be achieved through four years on-the-job learning.

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Code and title	Entry requirements	Rationale
	relevant work experience.	
BSB60619 Advanced Diploma of Work Health and Safety	All BSB51319 Diploma of Work Health and Safety core units or equivalent competencies. Equivalent competencies are predecessors to four of the following units, which have been mapped as equivalent. Note: BSBWHS519 is new to the core of the Diploma, equivalent to its previous version, and a requirement for entry into the Advanced Diploma. BSBWHS513 Lead WHS risk management BSBWHS515 Lead initial response to and investigate WHS incidents BSBWHS516 Contribute to developing, implementing and maintaining an organisation's WHS management system BSBWHS519 Lead the development and use of WHS risk management tools BSBWHS522 Manage WHS consultation and participation processes.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have the skills to lead WHS risk management, lead initial response to and investigate WHS incidents, contribute to developing, implementing and maintaining a WHS management system, and manage consultation and participation.
BSB60720 Advanced Diploma of Program Management	Have completed one of the following qualifications: BSB50820 Diploma of Project Management; or BSB51415 Diploma of Project Management (or a superseded equivalent version). or Have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have competence in managing project scope, time, quality, cost, human resources, communication, and risks. Consultees also suggested that the required competence could be achieved through two years on-the-job learning.
BSB80320 Graduate Diploma of Strategic Leadership	Have completed a Diploma or Advanced Diploma qualification in related fields of study and 3 years equivalent full-time relevant workplace experience at a significant level of leadership and management	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have competence in program or project leadership and management,

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Code and title	Entry requirements	Rationale
	responsibility and/or complexity in an enterprise. or Have completed a Bachelor degree in related fields of study and two years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise. or Have five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.	and high-level writing, technical and communication skills related to strategic leadership.
BSB80220 Graduate Diploma of Portfolio Management	Have completed a Diploma or Advanced Diploma qualification in related fields of study and three years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise. Or Have completed a Bachelor degree in related fields of study and two years equivalent full-time relevant workplace experience at a significant level of project or program leadership and management responsibility and/or complexity in an enterprise. Or Have five years equivalent full-time relevant workplace experience at a significant level of leadership and management responsibility and/or complexity in an enterprise.	Industry consultees suggested that the level of training and assessment required for this qualification are not appropriate for a learner who does not yet have competence in program or project leadership and management, and high-level writing, technical and communication skills related to portfolio management.

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The table below shows those skill sets in the BSB Training Package with specific entry requirements.

Code and title	Entry requirements	Rationale
N/A	N/A	N/A

Pathways advice: Australian Qualifications Framework (AQF) Pathways Policy

Pathways in the BSB Training Package

A pathway is the route or course of action taken to get to a destination. Consistent with the AQF Glossary of Terminology, a pathway allows a learner to move through qualification levels with recognition for qualifications or learning outcomes already achieved[2]. A training pathway generally means the learning activities or experiences used to attain the competencies needed to achieve career goals. There is no single pathway that applies to everyone; each individual has specific needs and goals.

Qualification pathways and occupational outcomes

Most BSB Training Package qualifications at Diploma and Advanced Diploma levels cover underpinning competencies in a range of higher education programs. There are currently no national credit arrangements between qualifications in the BSB Training Package and higher education programs due to the diversity of business, commerce and accounting curriculum across universities.

Achievement of AQF qualifications provides opportunities for individuals to pursue and achieve their career goals. Qualifications can be achieved in various ways, including:

- off-the-job training, e.g. attending classroom-based learning programs: for example VET in schools delivery
- on-the-job training, e.g. apprenticeships, traineeships
- skills recognition
- credit transfer.

Pathways and Occupations

The following information explains possible occupational outcomes for qualifications in this training package, together with pathways between qualifications.

Sector	Qualification	Occupational Outcomes
Audit and Compliance	**BSB50920 Diploma of Quality Auditing**	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Lead Auditor • Quality Assurance Manager
Business	**BSB10120 Certificate I in Workplace Skills**	Graduates at this level will have theoretical and practical knowledge and skills for work

[2] Australian Qualifications Framework, AQF Glossary of Terminology, Second Edition (2013); see also the AQF Qualifications Pathways Policy.

Sector	Qualification	Occupational Outcomes
		and/or further learning. • Administrative Assistant
	BSB20120 Certificate II in Workplace Skills	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. • Office Receptionist • Administrative Assistant
	BSB30120 Certificate III in Business	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. • Administration Officer • Customer Service Representative
	BSB40120 Certificate IV in Business	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Administration Manager • Customer Service Representative • Personal Assistant
	BSB50120 Diploma of Business	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Frontline Manager / Team Leader • Administration Manager • Business Development Manager
	BSB60120 Advanced Diploma of Business	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. • Business Development Manager • Business Analyst
Conveyancing	**BSB60220 Advanced Diploma of Conveyancing**	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. • Licensed Conveyancer • Settlement Agent

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Sector	Qualification	Occupational Outcomes
Human Resources	**BSB40420 Certificate IV in Human Resource Management**	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Human Resources Officer • Human Resources Coordinator • Payroll Officer
	BSB50320 Diploma of Human Resource Management	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Human Resources Consultant • Human Resources Advisor • Human Resources Business Partner
	BSB60320 Advanced Diploma of Human Resource Management	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. • Human Resources Manager • Senior Human Resources Business Partner
Information Services	**BSB30420 Certificate III in Library and Information Services**	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. • Library Assistant
	BSB40720 Certificate IV in Library and Information Services	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Library Assistant
	BSB50520 Diploma of Library and Information Services	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Library Technician • Research Assistant
Leadership and Management	**BSB40520 Certificate IV in Leadership and Management**	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

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Sector	Qualification	Occupational Outcomes
		• Line Manager • Team Leader
	BSB50420 Diploma of Leadership and Management	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Sales Team Manager • Frontline Manager
	BSB60420 Advanced Diploma of Leadership and Management	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. • Department Manager • Senior Manager
	BSB80320 Graduate Diploma of Strategic Leadership	Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning. • Strategy Manager
Legal	**BSB30320 Certificate III in Legal Services**	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. • Legal Administrative Assistant • Legal Receptionist
	BSB40620 Certificate IV in Legal Services	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Legal Secretary
	BSB50720 Diploma of Paralegal Services	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Paralegal
Marketing	**BSB40820 Certificate IV in Marketing and Communication**	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Public Relations Officer • Marketing Officer • Marketing Coordinator

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Sector	Qualification	Occupational Outcomes
	BSB50620 Diploma of Marketing and Communication	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Marketing Lead • Marketing Manager
	BSB60520 Advanced Diploma of Marketing and Communication	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. • Communications Lead • Advertising Lead • Public Relations Manager
Other	**BSB41021 Certificate IV in Aboriginal and Torres Strait Islander Governance**	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Aboriginal and Torres Strait Islander Board Member • Aboriginal and Torres Strait Islander Governance Coordinator
	BSB80120 Graduate Diploma of Management (Learning)	Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning. • RTO Manager • RTO Director
Project Management	**BSB40920 Certificate IV in Project Management Practice**	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Contracts Officer • Project Administrator • Quality Officer
	BSB50820 Diploma of Project Management	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Project Manager • Project Team Leader
	BSB60720 Advanced Diploma of	Graduates at this level will have broad

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Sector	Qualification	Occupational Outcomes
	Program Management	knowledge and skills for paraprofessional/highly skilled work and/or further learning. • Program Manager
	BSB80220 Graduate Diploma of Portfolio Management	Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning. • Portfolio Manager
Small Business	**BSB30220 Certificate III in Entrepreneurship and New Business**	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. • New Business Operator • Sole Trader • Independent Contractor
	BSB40320 Certificate IV in Entrepreneurship and New Business	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • Small Business Manager • Business Owner
Work Health and Safety	**BSB30719 Certificate III in Work Health and Safety**	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. • Work Health and Safety Representative • Work Health and Safety Assistant
	BSB41419 Certificate IV in Work Health and Safety	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. • WorkCover Inspector • Work Health and Safety Officer
	BSB51319 Diploma of Work Health and Safety	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. • Work Health and Safety Supervisor • Work Health and Safety Manager
	BSB60619 Advanced Diploma of Work Health and Safety	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or

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Sector	Qualification	Occupational Outcomes
		further learning. • Work Health and Safety Program Lead • Occupational Health and Safety Practitioner
Digital Capability stand-alone units of competency	**BSBDIG201X to BSBDIG508X**	Not an occupational outcome. Generalist knowledge and skills for application in all industry/community areas.

Training Products – Purpose

BSB30726 Certificate III in Work Health and Safety and BSBWHS312X Apply Safe and Respectful Workplace Practices

What is the purpose of the training product?

The purpose of this training product development project is to promote behaviour change to support safe and respectful workplaces. This has resulted in an update to the BSB30719 Certificate III in Work Health and Safety Qualification to include a new elective unit of competency. The new BSBWHS312X Apply Safe and Respectful Workplace Practices unit of competency contains skills and knowledge of employee and employer obligations, along with identifying, preventing, and responding to sexual harassment and psychosocial hazards in the workplace.

The BSBWHS312X Apply Safe and Respectful Workplace Practices unit of competency is not intended to be applied to a single occupation or industry but rather to be contextualised for application across various industries.

How will learners use the training products?

It is anticipated that learners will gain skills and knowledge that can be applied across various occupations, industries, and contexts to identify, prevent, and respond to workplace sexual harassment and psychosocial hazards. These skills and knowledge will enhance their ability to contribute to positive workplace cultures.

As BSBWHS312X Apply Safe and Respectful Workplace Practices is a new elective in the BSB30719 Certificate III in Work Health and Safety, there is no enrolment or completion history.

How will employers use the training products?

Employers are anticipated to use the BSBWHS312X Apply Safe and Respectful Workplace Practices unit of competency to:

- meet new legislative obligations under the Fair Work Act 2009, Work Health and Safety Regulations 2011 (Cth) and positive duty obligations in the Sex Discrimination Act 1984 (Cth). Through workforce training to actively prevent unlawful conduct from occurring in the workplace or in connection to work, taking preventative action will help to create safe, respectful and inclusive workplaces.

- create practical strategies and tools to enhance their workplace culture, which improves employee well-being, productivity, and retention.

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- demonstrate a proactive stance on workplace safety and respect, which strengthens their workplace culture and helps attract employees.

To prepare employees for contemporary employment pathways, the FSO Workforce Plan and stakeholder consultation further emphasises the importance of addressing digital exclusion, gender inequality, cultural safety, and psychological safety.

How will RTO's deliver the training products?

It is anticipated RTOs may deliver the BSBWHS312X Apply Safe and Respectful Workplace Practices unit of competency:

- as a nationally accredited unit of competency, aligning with current industry standards and legal frameworks, that can be imported and contextualised for various training packages, qualifications and skill sets
- as an elective unit of competency within the BSB30719 Certificate III in Work Health and Safety
- by integration into learning programmes by using the customised learning materials.
- through use of provided assessment resource examples.

Access and equity considerations

Access and equity relate to training and assessment practices that respond to individual learner support needs so that learning barriers are eliminated or minimised. Learners may present with individual support needs relating to age, gender, cultural and/or linguistic diversity, disability, sexuality, language/literacy/numeracy skills, employment status, or geographical location. This training package supports equitable access through competency-based assessment (enabling self-paced progression and RPL), minimal or no mandatory entry requirements for most qualifications, and provision for reasonable adjustment to training and assessment methods.

RTOs are responsible for ensuring training and assessment does not disadvantage individual learners, and for identifying and meeting individual support needs. Practical approaches include adjusting delivery for learners at a distance from campus; ensuring materials are culturally appropriate; and ensuring activities and assessments suit learners' LLN levels while still meeting unit requirements.

Considerations specific to learners with disability

RTOs must support learners with disability under the Standards for RTOs 2025 (Standard 2.4), the Disability Discrimination Act 1992, and the Disability Standards for Education 2005 (see ASQA's Practice Guide – Training Support). RTOs must advise learners with disability on course suitability, inherent requirements, available adjustments, and support.

Disability is broad and its impact on learning is individual — RTOs must take a case-by-case approach rather than a standardised one. Disclosure is voluntary; RTOs should make clear that any information shared is confidential and used only to arrange support. Where a learner discloses, they must be consulted on appropriate adjustments. All staff should understand their role in implementing these.

Support examples: LLN and study skills programs; access equipment or programs; trained support staff (specialist teachers, note-takers, interpreters); flexible scheduling and delivery; alternative-format materials.

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Reasonable adjustment

Reasonable adjustments accommodate a learner's support needs without giving an unfair advantage, altering course standards/outcomes, or guaranteeing success. This reflects obligations under the DDA 1992 and Disability Standards for Education 2005, including the concept of unjustifiable hardship.

Adjustments must be negotiated individually and be justifiable and should be raised proactively at enrolment and throughout delivery and not assumed as a one-off. Inherent requirements are the essential skills/knowledge a learner must demonstrate to be deemed competent; adjustments must not compromise these. If a learner cannot meet inherent requirements even with adjustment, they cannot undertake the course and should be given enough information to make an informed decision upfront.

Adjustments must: be agreed with the learner; benefit the learner; maintain standards integrity; be reasonable in a workplace/training context. Adjustments are not required if they would cause the RTO unjustifiable hardship or harm other learners — weighed against cost/disruption versus benefit. Examples include accessible classrooms; scheduling changes; note-taking/interpreting support; modified presentation/teaching methods; alternative-format materials; alternative assessment formats/timeframes; assistive technology; carer/support person attendance.

Digital accessibility

Digitally delivered learning and assessment resources should met WCAG 2.2 AA (minimum), reviewed periodically and whenever content is updated and not treated as a one-off check.

Additional resources

The following resources can provide further information about different types of disability, as well as additional guidance and support for meeting the needs of learners with disability:

- the Australian Disability Clearinghouse on Education and Training (ADCET) — https://www.adcet.edu.au/disability-practitioner/reasonable-adjustments
- the Australian Human Rights Commission — Disability Rights - https://humanrights.gov.au/know-your-rights/rights-of-individuals/disability-rights
- the Australian Skills Quality Authority (ASQA) — Providing quality training and assessment services to students with disabilities - https://www.asqa.gov.au/resources/fact-sheets/providing-quality-training-and-assessment-services-to-students-with-disabilities
- the Department of Employment and Workplace Relations (DEWR) — Resources for training providers, including practice guides, practice illustrations and templates developed with ADCET. https://www.dewr.gov.au/skills-information-training-providers/resources-training-providers#toc-resources-to-support-vet-students-with-disability.

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Foundation Skills

Foundation skills are the core skills that support an individual's participation in the workplace, the community, and education and training. They are represented by the five core skills described in the Australian Core Skills Framework (ACSF): Learning, Reading, Writing, Oral Communication and Numeracy.

Under the Training Package Organising Framework (TPOF), effective from 1 July 2025, Foundation Skills are generally specified at the qualification or Skill Set level. The required ACSF level for each of the five core skills is presented as a bar chart, providing a consolidated view of the language, literacy and numeracy requirements for the qualification or Skill Set. Digital literacy may also be included where relevant and, where included, is presented as a descriptive statement below the bar chart.

This represents a change from the previous approach, where Foundation Skills were commonly specified within individual units of competency. Units that have not yet been updated under TPOF may continue to include Foundation Skills at the unit level, describing the application of each skill in the context of the unit's performance requirements. As units are revised or newly developed, Foundation Skills will progressively transition to the qualification or Skill Set level, with unit-level treatment reserved for units that are genuinely standalone and are not packaged within a qualification.

Foundation Skills Assessment and Learner Support

RTOs should consider the foundation skills capabilities and support needs of prospective learners as part of their pre-training assessment and enrolment processes. Foundation skills assessment should be appropriate to the training context and should support decisions about learner readiness, suitability for training and any additional support that may be required.

The Australian Government's **Principles to Guide Foundation Skills Assessment** provide good practice guidance to support a nationally consistent approach to assessing prospective learners' foundation skills. The principles are intended to be applied flexibly across VET and adult education settings and support assessment that is:

- learner-centred
- valid
- fair
- conducted by skilled assessors
- reliable

The principles do not replace existing pre-training assessment processes or regulatory requirements. Rather, they provide a shared framework to support accessible, inclusive and responsive assessment practices and to help RTOs identify learner strengths, foundation skills gaps and appropriate support needs.

Where support needs are identified, RTOs should use the assessment outcomes to inform appropriate learner support, reasonable adjustment where applicable, and referral to suitable training or support pathways. Assessment and support arrangements should take account of learner diversity and individual circumstances, including learners with disability, learners from

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culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander learners, and learners in regional or remote locations.

Further guidance is available in the Australian Government Department of Employment and Workplace Relations **Principles to Guide Foundation Skills Assessment**: https://www.dewr.gov.au/foundation-skills/resources/principles-guide-foundation-skills-assessment

Digital Capability stand-alone units of competency foundation skills mapping to ACSF, summary.

Unit code	Unit title	Reading	Writing	Oral communication	Numeracy	Learning
BSBDIG201X	Develop Basic Digital Information Search, Evaluation and Management Skills	L2	N/A	N/A	N/A	L2
BSBDIG202X	Develop Basic Digital Communication and Collaboration Skills	L2	L2	L2	N/A	L2
BSBDIG203X	Develop Basic Digital Content Creation Skills	L2	L2	N/A	N/A	L2
BSBDIG204X	Develop Basic Digital Safety, Wellbeing and Responsible Use Skills	L2	N/A	N/A	N/A	L2
BSBDIG205X	Develop Basic Digital Problem Identification and Solving Skills	L2	N/A	L2	N/A	L2
BSBDIG206X	Develop Basic Digital Artificial Intelligence (AI) Skills	L2	L2	N/A	N/A	L2
BSBDIG207X	Develop Basic Digital Cyber Security Skills	L2	L2	L2	N/A	L2
BSBDIG208X	Develop Basic Digital Skills in the Workplace	L2	L2	L2	N/A	L2
BSBDIG301X	Develop Intermediate Digital Information Search, Evaluation and Management Skills	L3	N/A	N/A	L3	L3
BSBDIG302X	Develop Intermediate Digital Communication and Collaboration Skills	L3	L3	L3	N/A	L3
BSBDIG303X	Develop Intermediate Digital Content Creation Skills	L3	L3	N/A	L3	L3

Unit code	Unit title	Reading	Writing	Oral communication	Numeracy	Learning
BSBDIG304X	Develop Intermediate Digital Safety, Wellbeing and Responsible Use Skills	L3	L2	L3	N/A	L3
BSBDIG305X	Develop Intermediate Digital Problem Identification and Solving Skills	L3	N/A	L3	N/A	L3
BSBDIG306X	Develop Intermediate Digital Artificial Intelligence (AI) Skills	L3	L2	N/A	N/A	L3
BSBDIG307X	Develop Intermediate Digital Cyber Security Skills	L3	L2	L3	N/A	L3
BSBDIG308X	Develop Intermediate Digital Skills in the Workplace	L3	L3	L3	N/A	L3
BSBDIG401X	Develop Advanced Digital Information Search, Evaluation and Management Skills	L4	N/A	L4	L4	L4
BSBDIG402X	Develop Advanced Digital Communication and Collaboration Skills	L4	L4	L4	N/A	L4
BSBDIG403X	Develop Advanced Digital Content Creation Skills	L4	L4	L4	N/A	L4
BSBDIG404X	Develop Advanced Digital Safety, Wellbeing and Responsible Use Skills	L4	N/A	L4	N/A	L4
BSBDIG405X	Develop Advanced Digital Problem Identification and Solving Skills	L4	L3	L4	N/A	L4
BSBDIG406X	Develop Advanced Digital Artificial Intelligence (AI) Skills	L4	N/A	L4	N/A	L4
BSBDIG407X	Develop Advanced Digital Cyber Security Skills	L4	L4	L4	L4	L4
BSBDIG408X	Develop Advanced Digital Skills in the Workplace	L4	L4	L4	N/A	L4
BSBDIG501X	Develop Highly Advanced Digital Information Search, Evaluation and Management Skills	L5	L4	L4	L4	L5

Unit code	Unit title	Reading	Writing	Oral communication	Numeracy	Learning
BSBDIG502X	Develop Highly Advanced Digital Communication and Collaboration Skills	L5	N/A	L4	N/A	L5
BSBDIG503X	Develop Highly Advanced Digital Content Creation Skills	L4	L4	L4	L4	L5
BSBDIG504X	Develop Highly Advanced Digital Safety, Wellbeing and Responsible Use Skills	L5	L4	L4	N/A	L5
BSBDIG505X	Develop Highly Advanced Digital Problem Identification and Solving Skills	L4	L4	L4	N/A	L5
BSBDIG506X	Develop Highly Advanced Digital Artificial Intelligence (AI) Skills	L4	L4	L4	N/A	L5
BSBDIG507X	Develop Highly Advanced Digital Cyber Security Skills	L5	L4	L4	N/A	L5
BSBDIG508X	Develop Highly Advanced Digital Skills in the Workplace	L5	L4	L4	L4	L5

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Digital Capability stand-alone units of competency foundation skills mapping to ACSF, unit of competency.

BSBDIG201X Develop Basic Digital Information Search, Evaluation and Management Skills (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	PE: "Apply workplace fact-checking and verification procedures to determine whether located information is credible and relevant."	2.03/2.04: identifies and interprets information in familiar texts on familiar topics. Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. Entering search terms and naming files are operation of digital tools (the digital competence taught), not ACSF writing.	No ACSF level assigned.
Oral communication	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 2	PE: "Conduct a digital search … to locate and access information"; "Organise, store and retrieve digital information using workplace-approved templates and systems."	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar contexts and using familiar scaffolding such as templates and checklists.

BSBDIG202X Develop Basic Digital Communication and Collaboration Skills (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	S: "Share information and content using established workplace procedures"; "Follow workplace procedures to manage digital identity."	2.03/2.04: identifies and interprets information in familiar texts on familiar topics.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	Level 2	PE: "Communicate with others using digital tools … asynchronously"; "Share information or content … appropriate to its purpose and audience."	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists.
Oral communication	Level 2	PE: "Communicate with others … synchronously"; "Participate in a workplace or community activity using … collaborative digital platforms."	2.07/2.08: uses everyday language in familiar spoken contexts. Performance Features: giving explanations, making enquiries and seeking clarification.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 2	S: "Participate in collaborative groups via digital tools under direct guidance."	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar contexts and using familiar scaffolding such as templates and checklists.

BSBDIG203X Develop Basic Digital Content Creation Skills (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	PE: "Apply copyright, licensing and ethical guidelines when creating and sharing digital content"; "meet workplace formatting and quality guidelines."	2.03/2.04: identifies and interprets information in familiar texts on familiar topics. Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	Level 2	PE: "Create and edit a piece of digital content using workplace-approved tools, templates and established workplace procedures."	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists.

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Oral communication	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 2	S: "Follow simple step-by-step sequences to produce digital content"; PE: templates and established procedures.	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar contexts and using familiar scaffolding such as templates and checklists.

BSBDIG204X Develop Basic Digital Safety, Wellbeing and Responsible Use Skills (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	PE: "Apply device protection measures ... following workplace procedures"; "Review and adjust personal digital habits using workplace wellbeing guidelines."	2.03/2.04: identifies and interprets information in familiar texts on familiar topics. Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Oral communication	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. Reducing energy and data consumption is described as strategies, not as working with figures.	No ACSF level assigned.
Learning	Level 2	PE: "Review and adjust personal digital habits using workplace wellbeing guidelines."	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			contexts and using familiar scaffolding such as templates and checklists.

BSBDIG205X Develop Basic Digital Problem Identification and Solving Skills (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	S: "Follow instructions to resolve common technical problems"; PE: resolve a problem "by following workplace procedures".	2.03/2.04: identifies and interprets information in familiar texts on familiar topics. Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Oral communication	Level 2	PE: "Explain, using a workplace example, how a digital technology supported the resolution of a workplace task."	2.07/2.08: uses everyday language in familiar spoken contexts. Performance Features: giving explanations, making enquiries and seeking clarification.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 2	PE: "Review personal digital competence to identify at least one development need and an appropriate source of support."	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar contexts and using familiar scaffolding such as templates and checklists.

BSBDIG206X Develop Basic Digital Artificial Intelligence (AI) Skills (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	PE: "verifying the AI-generated output against another source";	2.03/2.04: identifies and interprets information in familiar texts on familiar topics.

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
		S: "Check AI outputs using verification procedures."	Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	Level 2	PE: "recording or disclosing the AI contribution in line with workplace requirements"; S: "Record AI use when required."	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists.
Oral communication	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 2	S: "Use approved AI tools following basic operating and quality verification procedures."	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar contexts and using familiar scaffolding such as templates and checklists.

BSBDIG207X Develop Basic Digital Cyber Security Skills (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	PE: "in line with workplace security policies and access controls"; "in accordance with organisational data classification ... requirements."	2.03/2.04: identifies and interprets information in familiar texts on familiar topics. Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	Level 2	PE: "Report a suspected cyber security threat or incident through the correct workplace channel."	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Oral communication	Level 2	PE: "Describe, using a workplace example, how individual practices and behaviours contribute to the organisation's cyber security culture."	2.07/2.08: uses everyday language in familiar spoken contexts. Performance Features: giving explanations, making enquiries and seeking clarification.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 2	S: "Use established identification methods to recognise common workplace cyber security threats."	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar contexts and using familiar scaffolding such as templates and checklists.

BSBDIG208X Develop Basic Digital Skills in the Workplace (Basic)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 2	PE: "Access, search, verify and organise workplace information"; "drawing on established troubleshooting procedures."	2.03/2.04: identifies and interprets information in familiar texts on familiar topics. Performance Features: understanding the main ideas of short, unambiguous texts and beginning to recognise bias.
Writing	Level 2	PE: "Create and modify basic digital content using workplace tools and templates."	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists.
Oral communication	Level 2	PE: "interaction with others through workplace communication tools and contribution to a shared collaborative activity."	2.07/2.08: uses everyday language in familiar spoken contexts. Performance Features: giving explanations, making enquiries and seeking clarification.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Learning	Level 2	PE: "drawing on established troubleshooting procedures, available digital assistance tools, and escalation pathways."	2.01/2.02: applies a limited range of strategies in structured, familiar contexts. Performance Features: taking responsibility for some aspects of learning in familiar contexts and using familiar scaffolding such as templates and checklists.

BSBDIG301X Develop Intermediate Digital Information Search, Evaluation and Management Skills (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "Determine the credibility and reliability of digital information and content … identifying sources, applying fact-checking techniques and recognising bias or misinformation."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. Writing search queries and applying file-naming conventions are operation of digital tools, not ACSF writing.	No ACSF level assigned.
Oral communication	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Numeracy	Level 3	PE: "process digital information and data … using … data collection tools and basic formulas in structured digital environments."	3.09/3.10: selects and interprets mathematical information partly embedded in tasks and texts. Performance Features: interpreting everyday mathematical information embedded in familiar, routine texts, tables and charts.
Learning	Level 3	S: "Apply strategies to identify and disregard unreliable sources"; "Apply naming conventions … Save, manage and delete files across … cloud services."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts.

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			Performance Features: taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations.

BSBDIG302X Develop Intermediate Digital Communication and Collaboration Skills (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "assessing risks and reporting misinformation"; S: "Identify risks, benefits and ethical implications when sharing information."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.
Writing	Level 3	PE: "Develop prompts for AI system interactions, with appropriate disclosure and attribution"; "Communicate ... using digital tools selected for context and purpose."	3.05/3.06: communicates relationships between ideas in a style suited to audience and purpose. Performance Features: a range of text types with appropriate structures, interrelating ideas and information and varying language for the audience.
Oral communication	Level 3	PE: "Coordinate and contribute to a collaborative task"; "synchronous and asynchronous channels."	3.07/3.08: establishes and maintains spoken communication in familiar and some unfamiliar contexts. Performance Features: using structure and register for a range of purposes, including explaining, instructing and problem solving in everyday situations.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 3	PE: "Coordinate and contribute to a collaborative task using selected digital tools."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts. Performance Features: taking responsibility for routine learning, reflecting on actions

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			and outcomes, and beginning to transfer principles to new situations.

BSBDIG303X Develop Intermediate Digital Content Creation Skills (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "Use and share digital content … in line with copyright, licensing and intellectual property requirements."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.
Writing	Level 3	PE: "Create and edit digital content across multiple formats … for a defined audience"; S: "Modify or transform digital textual … representations to accurately convey meaning."	3.05/3.06: communicates relationships between ideas in a style suited to audience and purpose. Performance Features: a range of text types with appropriate structures, interrelating ideas and information and varying language for the audience.
Oral communication	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Numeracy	Level 3	S: "Modify or transform digital textual, numeric or visual representations to accurately convey meaning."	3.09/3.10: selects and interprets mathematical information partly embedded in tasks and texts. Performance Features: interpreting everyday mathematical information embedded in familiar, routine texts, tables and charts.
Learning	Level 3	PE: "Apply computational thinking to a routine workplace process, creating a visual representation of the process or a basic algorithm."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts. Performance Features: taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations.

BSBDIG304X Develop Intermediate Digital Safety, Wellbeing and Responsible Use Skills (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "Apply prevention techniques ... in accordance with workplace procedures"; "protect against and respond to harmful behaviour or content."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.
Writing	Level 2	PE: "implement strategies to protect against and respond to harmful behaviour or content." Responding includes reporting harmful behaviour or content through workplace or platform channels, which is ordinarily done in writing or oral communication.	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists.
Oral communication	Level 3	PE: "implement strategies to protect against and respond to harmful behaviour or content." Responding includes reporting harmful behaviour or content through workplace or platform channels, which is ordinarily done in writing or oral communication.	3.07/3.08: establishes and maintains spoken communication in familiar and some unfamiliar contexts. Performance Features: using structure and register for a range of purposes, including explaining, instructing and problem solving in everyday situations.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 3	PE: "Review digital usage patterns to support physical, mental and social wellbeing, and implement strategies."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts. Performance Features: taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations.

BSBDIG305X Develop Intermediate Digital Problem Identification and Solving Skills (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "Identify strengths and limitations of digital technologies for specific problem-solving tasks"; troubleshoot "using ... technology-assisted strategies."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Oral communication	Level 3	PE: troubleshoot "using human-assisted ... strategies"; use technologies "individually or in groups."	3.07/3.08: establishes and maintains spoken communication in familiar and some unfamiliar contexts. Performance Features: using structure and register for a range of purposes, including explaining, instructing and problem solving in everyday situations.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 3	PE: "Review own digital competence for a workplace role and identify relevant learning opportunities to address any gaps."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts. Performance Features: taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations.

BSBDIG306X Develop Intermediate Digital Artificial Intelligence (AI) Skills (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "Evaluate AI outputs, identify limitations, bias and synthetic or manipulated content, and apply verification procedures."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Writing	Level 2	PE: "including disclosure and attribution of AI-generated content"; S: "record-keeping requirements."	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists.
Oral communication	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. Evaluating outputs against "benchmarks" may involve figures, but no numerical task is specified.	No ACSF level assigned.
Learning	Level 3	S: "Monitor AI performance and implement adjustments to improve effectiveness and quality."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts. Performance Features: taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations.

BSBDIG307X Develop Intermediate Digital Cyber Security Skills (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "Apply workplace security procedures to protect digital systems"; "Recognise and respond to … threats using established procedures."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.
Writing	Level 2	PE: "Report at least one security concern and incident through appropriate workplace channels."	2.05/2.06: conveys meaning on familiar topics using familiar text types. Performance Features: at least two familiar text types, such as an email message, and factual information in notes or lists. Alternative Level 3 view: Sharing security

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			knowledge with a colleague could be written, which would approach Level 3.
Oral communication	Level 3	PE: "participate in response activities"; "share security knowledge with at least one colleague."	3.07/3.08: establishes and maintains spoken communication in familiar and some unfamiliar contexts. Performance Features: using structure and register for a range of purposes, including explaining, instructing and problem solving in everyday situations.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 3	PE: "Contribute to a workplace security awareness activity or share security knowledge with at least one colleague."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts. Performance Features: taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations.

BSBDIG308X Develop Intermediate Digital Skills in the Workplace (Intermediate)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 3	PE: "the criteria used to evaluate source credibility"; "appropriate responses to misinformation, disinformation and risks."	3.03/3.04: evaluates and integrates information across familiar and some unfamiliar texts. Performance Features: understanding texts that require integrating a number of ideas, with some inference, and beginning to consider the validity of a source.
Writing	Level 3	PE: "Conduct and document targeted information searches"; "Create and edit at least two digital content items across different formats … to meet … audience requirements."	3.05/3.06: communicates relationships between ideas in a style suited to audience and purpose. Performance Features: a range of text types with appropriate structures, interrelating ideas and information and varying language for the audience.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Oral communication	Level 3	PE: "Coordinate, contribute to and document digital communication and collaboration activities across at least two tools or platforms."	3.07/3.08: establishes and maintains spoken communication in familiar and some unfamiliar contexts. Performance Features: using structure and register for a range of purposes, including explaining, instructing and problem solving in everyday situations.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 3	PE: "Resolve at least one technical problem using human-assisted or technology-assisted strategies."	3.01/3.02: plans, implements and adjusts processes and applies strategies in less familiar contexts. Performance Features: taking responsibility for routine learning, reflecting on actions and outcomes, and beginning to transfer principles to new situations.

BSBDIG401X Develop Advanced Digital Information Search, Evaluation and Management Skills (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "critically evaluating advanced search functions"; "applying multiple validation methods to a source with conflicting or uncertain evidence."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. No written product is required; combining search tools and strategies is operation of digital tools.	No ACSF level assigned.
Oral communication	Level 4	PE: "Coach a colleague to strengthen their capability in digital search, evaluation or information management."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	Level 4	PE: "organise and analyse a complex or ambiguous dataset, identifying and mitigating sources of error or bias"; KE/Knowledge: open data and big data.	4.09/4.10: extracts and evaluates embedded mathematical information. Performance Features: extracting and interpreting information embedded in non-routine texts, including rates, routine formulae and statistical data in complex tables.
Learning	Level 4	S: "Critically evaluate advanced functions and features of familiar and emerging digital search tools"; PE: coach a colleague.	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG402X Develop Advanced Digital Communication and Collaboration Skills (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "analysis of a high-risk AI system"; "applying ethical and legal analysis."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	Level 4	PE: "Develop and refine AI prompts to handle a complex interaction"; "Address a complex communication task."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Oral communication	Level 4	PE: "Respond to a difficult or contested digital behaviour situation"; "coaching a colleague."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 4	PE: "coaching a colleague to develop their digital collaboration or identity management capability."	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG403X Develop Advanced Digital Content Creation Skills (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "applying copyright, licensing and intellectual property guidelines"; "Evaluate the ethical and practical considerations of using, deploying or automating AI systems."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	Level 4	PE: "Produce accessible, complex or specialised digital content ... tailored to defined goals and audiences."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Oral communication	Level 4	PE: "Coach a colleague to develop capability in ethical and responsible digital content creation."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 4	PE: "Refine digital content based on an evaluation against defined quality, accessibility and usability criteria and stakeholder feedback"; coach a colleague.	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG404X Develop Advanced Digital Safety, Wellbeing and Responsible Use Skills (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "Support a colleague to understand their rights under data protection and privacy legislation."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. An "advocacy position" may be formed orally or in writing; no written product is specified.	No ACSF level assigned.
Oral communication	Level 4	PE: "Facilitate a review of digital technology usage with an individual or team"; "coaching a colleague"; "advising a colleague."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 4	PE: "Build the capability of others to recognise and counter digital technologies that reinforce bias, stereotyping or exclusion."	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG405X Develop Advanced Digital Problem Identification and Solving Skills (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "Monitor digital technological developments"; "assessing the accessibility, inclusivity, fairness and rights-sensitivity of the resulting configuration."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	Level 3	PE: "compile learning opportunities to build another person's confidence, capability and autonomy."	3.05/3.06: communicates relationships between ideas in a style suited to audience and purpose. Performance Features: a range of text types with appropriate structures, interrelating ideas and information and varying language for the audience.
Oral communication	Level 4	PE: "coaching a colleague to diagnose and resolve a related issue."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 4	PE: "Monitor digital technological developments relevant to your own competence needs"; S: "engaging in ongoing self-development."	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG406X Develop Advanced Digital Artificial Intelligence (AI) Skills (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "Evaluate AI outputs and system performance against defined quality criteria"; "Apply … data governance requirements and privacy controls."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Oral communication	Level 4	PE: "coaching a colleague to optimise human-AI partnerships"; S: "Advise a colleague on assessment strategies."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. Evaluating "system performance against defined quality criteria" may involve metrics, but no numerical task is specified.	No ACSF level assigned.
Learning	Level 4	S: "Demonstrate AI applications and share structured approaches to promote practical AI use among colleagues"; PE: coach a colleague.	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG407X Develop Advanced Digital Cyber Security Skills (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "Protect workplace data and maintain privacy standards, ensuring compliance"; S: "Identify and analyse cyber security threats and vulnerabilities."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	Level 4	PE: "communicating with stakeholders during the security event and reviewing outcomes to identify improvements to incident management capability"; "Contribute to a programme or initiative that builds sustainable cyber security awareness and culture."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.
Oral communication	Level 4	PE: "advising a colleague on appropriate protective responses"; "communicating with stakeholders during the security event."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			view, with control of oral genres such as reports and discussions.
Numeracy	Level 4	PE: "Identify and assess at least three different cyber security threats ... evaluating risk levels"; S: "evaluating risk levels using appropriate methods."	4.09/4.10: extracts and evaluates embedded mathematical information. Performance Features: extracting and interpreting information embedded in non-routine texts, including rates, routine formulae and statistical data in complex tables.
Learning	Level 4	PE: "reviewing outcomes to identify improvements to incident management capability"; S: "Coach a colleague to strengthen incident management capability."	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG408X Develop Advanced Digital Skills in the Workplace (Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "assessing diverse sources including AI-generated content and bias, to support a workplace decision."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	Level 4	PE: "Create specialised digital content using ethical AI practices and legal guidelines."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.
Oral communication	Level 4	PE: "supporting a colleague to build their digital collaboration capability"; "Support a	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
		colleague to understand and exercise their digital rights."	Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 4	S: "Track digital technological developments relevant to your own competence needs, and support another person's ongoing capability development."	4.01/4.02: designs, reflects on and redesigns approaches, adapting strategies to new contexts. Performance Features: self-directing learning in an expanding range of contexts and using formal approaches to maintain currency in a specialised field.

BSBDIG501X Develop Highly Advanced Digital Information Search, Evaluation and Management Skills (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 5	PE: "critically accounting for the influence of AI systems, bias or vested interests" where evidence is "conflicting, incomplete or contested"; S: "Critically analyse how AI systems, bias and vested interests shape the information landscape."	5.03/5.04: organises, evaluates and critiques ideas and information across complex texts. Performance Features: understanding highly complex, technically dense texts; selecting, synthesising and critically evaluating evidence and arguments; evaluating credibility and relevance against criteria.
Writing	Level 4	PE: "Apply governance, documentation and analytical frameworks … to manage a complex or sensitive dataset."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Oral communication	Level 4	PE: "Provide expert advice or mentoring"; S: "providing expert guidance where approaches are unclear."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	Level 4	PE: "analytical frameworks, including big data techniques where relevant, to manage a complex or sensitive dataset"; S: "Apply advanced analytical tools and methods, including big data techniques."	4.09/4.10: extracts and evaluates embedded mathematical information. Performance Features: extracting and interpreting information embedded in non-routine texts, including rates, routine formulae and statistical data in complex tables.

BSBDIG502X Develop Highly Advanced Digital Communication and Collaboration Skills (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 5	PE: "Evaluate a digital behaviour policy or piece of legislation as it applies to an atypical or contested situation"; S: "Critically evaluate new and existing digital behaviour policies and legislation."	5.03/5.04: organises, evaluates and critiques ideas and information across complex texts. Performance Features: understanding highly complex, technically dense texts; selecting, synthesising and critically evaluating evidence and arguments; evaluating credibility and relevance against criteria.
Writing	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Oral communication	Level 4	PE: "advising a colleague on their legislative rights and responsibilities"; "mentor another person."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 5	S: "Critically evaluate new and existing digital behaviour policies and legislation"; PE: "mentor another person"; responsibility for team practice.	5.01/5.02: self-directs learning, drawing on a broad and expanding repertoire of strategies. Performance Features: self-directing learning in highly challenging contexts, critically evaluating information from a wide variety of sources, and using structured approaches to currency and critical reflection.

BSBDIG503X Develop Highly Advanced Digital Content Creation Skills (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "Resolve a complex or ambiguous copyright, licensing or intellectual property question"; "evaluating the suitability of an emerging tool or application."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	Level 4	PE: "Produce content for a complex or unfamiliar organisational purpose by applying advanced design and data visualisation techniques."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.
Oral communication	Level 4	PE: "advise a colleague on requirements"; "providing expert guidance where the approach is unclear."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues,

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	Level 4	PE: "applying advanced design and data visualisation techniques."	4.09/4.10: extracts and evaluates embedded mathematical information. Performance Features: extracting and interpreting information embedded in non-routine texts, including rates, routine formulae and statistical data in complex tables.
Learning	Level 5	S: "evaluating new tools and applications as they emerge"; "Provide expert advice and mentoring"; responsibility for others' work.	5.01/5.02: self-directs learning, drawing on a broad and expanding repertoire of strategies. Performance Features: self-directing learning in highly challenging contexts, critically evaluating information from a wide variety of sources, and using structured approaches to currency and critical reflection.

BSBDIG504X Develop Highly Advanced Digital Safety, Wellbeing and Responsible Use Skills (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 5	PE: "Address a complex or ambiguous cyber security compliance question by interpreting relevant legislation"; "Evaluate evidence to address a complex or contested wellbeing or inclusion issue."	5.03/5.04: organises, evaluates and critiques ideas and information across complex texts. Performance Features: understanding highly complex, technically dense texts; selecting, synthesising and critically evaluating evidence and arguments; evaluating credibility and relevance against criteria.
Writing	Level 4	S: "Contribute specialist expertise to legal and regulatory considerations relating to digital wellbeing and inclusion";	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
		Application: "Contributions to organisational policies for wellbeing, inclusion and environmental sustainability."	a range of purposes and integrating information from several sources.
Oral communication	Level 4	PE: "providing expert advice within established organisational policy"; "provide expert guidance to a colleague"; "mentor another person."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions. Alternative Level 5 view: Expert advice within organisational policy approaches influencing others, but negotiation or persuasion is not required.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 5	PE: "Evaluate evidence to address a complex or contested … issue"; "mentor another person to build their capability."	5.01/5.02: self-directs learning, drawing on a broad and expanding repertoire of strategies. Performance Features: self-directing learning in highly challenging contexts, critically evaluating information from a wide variety of sources, and using structured approaches to currency and critical reflection.

BSBDIG505X Develop Highly Advanced Digital Problem Identification and Solving Skills (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "applying specialist knowledge of inclusive and accessible digital technologies"; S: "Assess complex or ambiguous user needs."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Writing	Level 4	PE: "Design and deliver training or learning materials"; S: "develop learning materials."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.
Oral communication	Level 4	PE: "Design and deliver training"; S: "Provide expert mentoring."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions. Alternative Level 5 view: Designing and delivering training approaches sophisticated control of oral genres.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 5	PE: "while monitoring and addressing your own development needs"; S: "Monitor personal development needs and engage in ongoing self-development"; design and deliver training.	5.01/5.02: self-directs learning, drawing on a broad and expanding repertoire of strategies. Performance Features: self-directing learning in highly challenging contexts, critically evaluating information from a wide variety of sources, and using structured approaches to currency and critical reflection.

BSBDIG506X Develop Highly Advanced Digital Artificial Intelligence (AI) Skills (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 4	PE: "applying governance frameworks addressing privacy, security, vendor assurance and regulatory considerations."	4.03/4.04: interprets and critically analyses complex texts. Performance Features: understanding texts with complex structures and some technical specificity, synthesising

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Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			information from several sources, and beginning to evaluate credibility and relevance as a routine part of reading.
Writing	Level 4	PE: "contributing to organisational policies and practices for responsible AI use."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.
Oral communication	Level 4	PE: "Provide expert advice or mentoring that builds another person's capability."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill. Frameworks for evaluating AI system performance may involve metrics, but no numerical task is specified.	No ACSF level assigned.
Learning	Level 5	S: "Provide expert advice and mentoring"; "contributing to organisational capability development for AI adoption."	5.01/5.02: self-directs learning, drawing on a broad and expanding repertoire of strategies. Performance Features: self-directing learning in highly challenging contexts, critically evaluating information from a wide variety of sources, and using structured approaches to currency and critical reflection.

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BSBDIG507X Develop Highly Advanced Digital Cyber Security Skills (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 5	S: "Critically evaluate cyber security technologies, threat intelligence and evolving threat landscapes"; PE: "Evaluate security culture models, governance frameworks or capability-building approaches."	5.03/5.04: organises, evaluates and critiques ideas and information across complex texts. Performance Features: understanding highly complex, technically dense texts; selecting, synthesising and critically evaluating evidence and arguments; evaluating credibility and relevance against criteria.
Writing	Level 4	PE: "developing and applying data security frameworks incorporating governance and compliance mechanisms."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources.
Oral communication	Level 4	PE: "provide expert advice or mentoring"; incident response "communication protocols."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	N/A	No requirement in the Skills, Knowledge, Performance Evidence or Knowledge Evidence calls on this core skill.	No ACSF level assigned.
Learning	Level 5	PE: "provide expert advice or mentoring to build another person's cyber security capability." S: "Critically evaluate … threat intelligence".	5.01/5.02: self-directs learning, drawing on a broad and expanding repertoire of strategies. Performance Features: self-directing learning in highly challenging contexts, critically evaluating information from a wide variety of sources, and using structured approaches to currency and critical reflection.

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BSBDIG508X Develop Highly Advanced Digital Skills in the Workplace (Highly Advanced)

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
Reading	Level 5	PE: "Evaluate developments across all competence areas ... to inform a workplace decision"; S: "Synthesise developments in digital search technologies"; "interpreting relevant legislation."	5.03/5.04: organises, evaluates and critiques ideas and information across complex texts. Performance Features: understanding highly complex, technically dense texts; selecting, synthesising and critically evaluating evidence and arguments; evaluating credibility and relevance against criteria.
Writing	Level 4	PE: "developing learning resources"; "Apply advanced design, data visualisation and content integration techniques."	4.05/4.06: communicates complex relationships between ideas, matching style to purpose and audience. Performance Features: control of text types such as reports and procedures, writing for a range of purposes and integrating information from several sources. .
Oral communication	Level 4	PE: "mentoring others"; S: "Facilitate collaborative approaches."	4.07/4.08: shows flexibility, choosing structures and strategies across a range of contexts. Performance Features: complex oral exchanges such as exploring issues, problem solving and reconciling points of view, with control of oral genres such as reports and discussions.
Numeracy	Level 4	PE: "Apply advanced design, data visualisation and content integration techniques to a complex challenge."	4.09/4.10: extracts and evaluates embedded mathematical information. Performance Features: extracting and interpreting information embedded in non-routine texts, including rates, routine formulae and statistical data in complex tables.
Learning	Level 5	PE: "Build organisational capability by mentoring others, developing learning resources"; S: "Synthesise developments."	5.01/5.02: self-directs learning, drawing on a broad and expanding repertoire of strategies. Performance Features: self-directing learning in highly challenging contexts, critically evaluating information from a wide variety of sources, and using

Core Skills	ACSF Level	Comments	ACSF Indicators and Performance Features
			structured approaches to currency and critical reflection.

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Employment skills

Employment skills are described using either:

- the Employability Skills Framework: Teamwork, Initiative and Enterprise, Planning and Organising, Problem Solving, Self-Management, and Technology; or
- the Core Skills for Work (CSfW) Developmental Framework (Department of Employment and Workplace Relations): Navigate the World of Work, Interact with Others, and Get the Work Done.

Existing units of competency may continue to reference either framework, reflecting the approach taken at the time of their development.

Advice on any health and safety implications in the industry

Work health and safety (WHS) requirements are covered either by:

- embedding requirements in the elements/performance criteria of units of competency
- including specific WHS units in qualifications.

In jurisdictions where model WHS laws have not been implemented, RTOs are advised to contextualise units of competency by referring to the existing WHS legislative requirements.

Advice about a skill set's relationship with a qualification/s

Skill set pathways

Code	Title	Pathways Information
BSBSS00113	Digital Business Administration Skill Set	Units from this skill set can contribute to credit towards BSB40120 Certificate IV in Business (Business Administration).
BSBSS00114	Organisational Governance Skill Set	Units from this skill set can contribute to credit towards BSB60120 Advanced Diploma of Leadership and Management.
BSBSS00115	Copyright Management Skill Set	Units from this skill set can contribute to credit towards BSB60120 Advanced Diploma of Business.
BSBSS00116	Campaign Management Skill Set	Units from this skill set can contribute to credit towards BSB60520 Advanced Diploma of Marketing and Communication.
BSBSS00117	Diversity and Inclusion Skill Set	Units from this skill set can contribute to credit towards BSB50120 Diploma of Business (Leadership) and BSB60420 Advanced Diploma of Leadership and Management.
BSBSS00118	Procurement Manager Skill Set	Units from this skill set can contribute to credit towards BSB50120 Diploma of Business (Procurement).

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Code	Title	Pathways Information
BSBSS00119	Customer Service Skill Set	Units from this skill set can contribute to credit towards BSB30120 Certificate III in Business (Customer and Client Engagement).
BSBSS00120	Administrative Assistant Skill Set	Units from this skill set can contribute to credit towards BSB30120 Certificate III in Business (Business Administration).
BSBSS00121	Medical Administration Skill Set	Units from this skill set can contribute to credit towards BSB30120 Certificate III in Business (Medical Administration).
BSBSS00122	Compliance Skill Set	Units from this skill set can contribute to credit towards BSB50920 Diploma of Quality Auditing.
BSBSS00123	Records and Information Management Skill Set	Units from this skill set can contribute to credit towards BSB50120 Diploma of Business (Records and Information Management) and BSB50520 Diploma of Library and Information Services.
BSBSS00124	Workplace IT Foundations Skill Set	Units from this skill set can contribute to credit towards BSB10120 Certificate I in Workplace Skills and BSB20120 Certificate II in Workplace Skills.
BSBSS00125	Workplace Foundations Skill Set	Units from this skill set can contribute to credit towards BSB10120 Certificate I in Workplace Skills and BSB20120 Certificate II in Workplace Skills.
BSBSS00126	Contact Centre Skill Set	Units from this skill set can contribute to credit towards BSB20120 Certificate II in Workplace Skills and BSB30120 Certificate III in Business (Technology, Customer and Client Engagement).
BSBSS00127	Contact Centre Team Manager Skill Set	Units from this skill set can contribute to credit towards BSB50120 Diploma of Business and BSB50420 Diploma of Leadership and Management.
BSBSS00128	Lead Auditor Skill Set	Units from this skill set can contribute to credit towards BSB50920 Diploma of Quality Auditing.
BSBSS00129	Cross-Sector Mental Health and Organisational Disruption Skill Set	Unit from this skill set can contribute to credit towards BSB40520 Certificate IV in Leadership and Management and BSB50420 Diploma of Leadership and Management.
BSBSS00130	Workplace Cyber Security Foundations Skill Set	Units from this skill set can contribute to credit towards BSB30120 Certificate III in Business.

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Code	Title	Pathways Information
BSBSS00131	Workplace Cyber Security Threat and Risk Prevention Skill Set	Units from this skill set can contribute to credit towards BSB40520 Certificate IV in Leadership and Management.
BSBSS00132	Organisational Disruption Management Skill Set	Units from this skill set can contribute to credit towards BSB50420 Diploma of Leadership and Management and BSB40320 Certificate IV in Entrepreneurship and New Business.
BSBSS00133	Organisational Disruption Support Skill Set	Units from this skill set can contribute to credit towards BSB50420 Diploma of Leadership and Management and BSB40320 Certificate IV in Entrepreneurship and New Business.
BSBSS00134	Aboriginal and Torres Strait Islander Governance Foundations Skill Set	Units from this skill set can contribute to credit towards BSB40121 Certificate IV Aboriginal and Torres Strait Islander Governance.

Resource and equipment list relevant to the Training Package

RTOs must make sure that all resources and equipment required to train and assess units of competency are available.

Details of specific resources, including equipment and materials essential for assessment, are listed in the Assessment conditions sections of the assessment requirements for each unit of competency.

Legal considerations for learners in the workplace/work integrated learning or on placements

Legal requirements that apply to specific industries and VET vary across each state and territory and can regularly change. Contact the relevant state or territory department/s to check what legal requirements apply.

Other information relevant to implementation of the Training Package

- All Companion Volumes can be found on the TGA website: https://training.gov.au/
- Australian Qualifications Framework: Second edition, January 2013 https://www.aqf.edu.au/
- Australian Skills Quality Authority (ASQA) https://www.asqa.gov.au/
- Jobs and Skills Australia https://www.jobsandskills.gov.au/
- Jobs and Skills Councils https://www.dewr.gov.au/skills-reform/jobs-and-skills-councils
- TGA website, training packages https://training.gov.au/
- Training Accreditation Council (Western Australia) https://www.wa.gov.au/organisation/training-accreditation-council
- Victorian Registration and Qualifications Authority (VRQA) https://www2.vrqa.vic.gov.au/
- DigComp 3.0: The Digital Competence Framework for Citizens https://publications.jrc.ec.europa.eu/repository/handle/JRC144121

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State and Territory Training Authority

- Australian Capital Territory https://www.education.act.gov.au/
- New South Wales https://education.nsw.gov.au/
- Northern Territory https://business.nt.gov.au/
- Queensland https://desbt.qld.gov.au/training
- South Australia https://statedevelopment.sa.gov.au/
- Tasmania http://www.skills.tas.gov.au/
- Victoria https://www.vic.gov.au/education/
- Western Australia https://www.wa.gov.au/organisation/department-of-training-and-workforce-development

Developers

Future Skills Organisation https://www.futureskillsorganisation.com.au/ with funding provided by the Commonwealth of Australia through the Department of Employment and Workplace Relations. https://www.dewr.gov.au/

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