



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBCRT501A Originate and develop concepts**

**Revision Number: 1**

## BSBCRT501A Originate and develop concepts

### Modification History

Not applicable.

### Unit Descriptor

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| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level.<br><br>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |
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## Application of the Unit

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| <b>Application of the unit</b> | <p>This unit applies to individuals who originate and develop concepts of some complexity and progress that concept to the point where it can be implemented. Individuals may be employed by organisations, be sub contractors or consultants brought in by companies to work on specific projects, or be individuals or part of a team working independently.</p> <p>Concepts could be developed for any business or community activity or process such as marketing campaigns, staff development programs, information technology and communication systems. This unit is also highly relevant to practitioners in the creative industries who develop products such advertising campaigns, radio and television programs, entertainment events, films, exhibitions and digital media products.</p> <p>A person undertaking this role would operate with a high degree of autonomy and at a senior level if working within an organisation. However, the process of generating concepts and ideas is collaborative in nature.</p> <p>Skills associated with writing proposals to support concept development are covered in BSBWRT401A Write complex documents.</p> |
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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## Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Evaluate and explore needs and opportunities | 1.1. Research and evaluate <i>existing information that informs new concept development</i><br>1.2. Where appropriate, identify and use gaps in current range of <i>products, programs, processes or services</i> as the catalyst for generating new ideas or concepts<br>1.3. Expand the potential of new ideas through <i>exploration of opportunities beyond the obvious</i><br>1.4. Identify <i>factors</i> that could have an impact on ideas or concepts to be developed, including potential for commercialisation<br>1.5. Determine whether other players are filling identified gaps or investigating similar opportunities<br>1.6. Develop preliminary ideas on innovative and different ways to address needs and opportunities<br>1.7. In consultation with <i>relevant stakeholders</i> , agree on broad parameters for developing ideas and concepts to meet market requirements |
| 2. Develop a range of creative approaches       | 2.1. Use a range of <i>creative thinking techniques</i> to generate innovative and creative concepts to address identified needs<br>2.2. Challenge, test and experiment with different concepts and ideas as part of a collaborative process<br>2.3. Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential<br>2.4. Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed<br>2.5. Identify <i>resources</i> required to achieve desired creative and innovative outcomes<br>2.6. Evaluate the effectiveness of different strategies for achieving desired outcomes<br>2.7. Select concepts or approaches that achieve required outcomes in an innovative and feasible way<br>2.8. Present proposed concepts or approaches in an appropriate <i>format</i>   |
| 3. Refine concepts                              | 3.1. Ensure concept development process is open to ongoing refinement and testing<br>3.2. Seek input and feedback on concepts from relevant stakeholders   |

| ELEMENT                                     | PERFORMANCE CRITERIA  |
|---|---|
|   | <p>3.3. Seek specialist advice on creative and technical aspects of proposals as required</p> <p>3.4. Compare concepts with best practice examples of similar products, programs, processes or services</p> <p>3.5. Use a range of <i>creative and practical criteria</i> to determine the advantages and disadvantages of different concepts</p> <p>3.6. Evaluate <i>constraints</i> on the realisation of concepts or ideas</p> <p>3.7. Refine proposals based on analysis and feedback</p> |
| 4. Develop concepts to an operational level | <p>4.1. Use refined concepts as the basis for developing detailed <i>implementation specifications</i></p> <p>4.2. Present specifications to relevant parties for approval, funding or endorsement</p> <p>4.3. Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future</p>   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication and teamwork skills to work collaboratively on ideas and to articulate the rationale for concepts in ways that promote constructive discussion with others
- creative thinking skills to generate a range of innovative concepts and ideas, to use lateral thinking and to take a visionary approach to developing concepts and ideas
- initiative and enterprise skills to pro-actively identify market requirements
- planning and organising skills to take account of practical issues for concept implementation
- self-management skills to meet deadlines.

#### Required knowledge

- broad context in which concepts are being developed
- cultural, social and environmental issues and impacts to be considered in developing new concepts
- issues and requirements to commercialise the concept
- legal requirements that affect work in a given industry context
- practical and operational issues to be considered in a specific work or community context
- range of broad practical and operational issues that determine whether a concept can be implemented (in any context)
- techniques for generating creative ideas and solutions, and for translating these ideas into workable concepts.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>   |   |
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| <p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p> |   |
| <b>Overview of assessment</b>   |   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>   | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• development of at least two concepts, substantiated and supported with sufficient information to allow for implementation to occur</li> <li>• generation of concepts and ideas that provide innovative solutions to identified issues</li> <li>• knowledge of legal requirements that affect work in a given industry context.</li> </ul>   |
| <b>Context of and specific resources for assessment</b>   | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to the full range of background information required to evaluate the operational factors that will affect the implementation of concepts</li> <li>• interaction with others to reflect the collaborative nature of the concept development process.</li> </ul>   |
| <b>Method of assessment</b>   | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• evaluation of concepts generated by the candidate, of the processes used to generate and test the ideas and the material developed to support the concept</li> <li>• debate and discussion with the candidate to assess knowledge of the operational context and the broader factors that impact on concept development</li> <li>• evaluation of presentation or 'pitch' made by the candidate in relation to a particular concept</li> <li>• oral or written questioning to assess knowledge of cultural, social and environmental issues and impacts to be considered in developing new concepts.</li> </ul> |
| <b>Guidance information for assessment</b>  |   |





## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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|---|---|
| <p><b><i>Existing information that informs new concept development</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• creative brief</li> <li>• market research</li> <li>• organisational vision</li> <li>• personal vision and creative aspiration</li> </ul>   |
| <p><b><i>Products, programs, processes or services</i></b> may include:</p>                 | <ul style="list-style-type: none"> <li>• art and craft works</li> <li>• advertising campaigns</li> <li>• business services and processes</li> <li>• designs</li> <li>• festivals</li> <li>• films</li> <li>• interactive digital media products</li> <li>• live entertainment productions or events</li> <li>• manufactured products</li> <li>• marketing and promotional campaigns</li> <li>• museum and gallery exhibitions</li> <li>• photoimaging services</li> <li>• radio or television programs</li> </ul> |
| <p><b><i>Exploration of opportunities beyond the obvious</i></b> may involve:</p>           | <ul style="list-style-type: none"> <li>• challenging existing assumptions and preconceptions</li> <li>• considering radical change to the way things are done</li> <li>• exploring practice in a totally different industry context</li> <li>• investigating the use of new media</li> <li>• making connections between seemingly unrelated activities</li> </ul>   |
| <p><b><i>Factors</i></b> may include:</p>   | <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• content</li> <li>• cost effectiveness</li> <li>• features of interactive digital media products:             <ul style="list-style-type: none"> <li>• delivery platform</li> <li>• level of interactivity</li> </ul> </li> </ul>  |

| <b>RANGE STATEMENT</b>                           |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• look and feel</li> <li>• navigation</li> <li>• Indigenous laws and protocols</li> <li>• length of program or film</li> <li>• level of skill and understanding required for implementation</li> <li>• nature and size of target audience</li> <li>• organisational charter and policies</li> <li>• purpose:               <ul style="list-style-type: none"> <li>• advertising or marketing</li> <li>• commercial</li> <li>• educational</li> <li>• entertainment</li> <li>• game</li> <li>• information</li> </ul> </li> <li>• relevant legislation, such as:               <ul style="list-style-type: none"> <li>• copyright and intellectual property</li> <li>• privacy</li> </ul> </li> <li>• results of market research</li> <li>• revenue raised by existing market share</li> <li>• technical feasibility</li> </ul> |
| <i>Relevant stakeholders</i> may include:        | <ul style="list-style-type: none"> <li>• administrative staff</li> <li>• clients/customers</li> <li>• designers and other creative personnel</li> <li>• directors</li> <li>• external suppliers</li> <li>• information technology personnel</li> <li>• management</li> <li>• program producers</li> <li>• technical specialists</li> <li>• writers</li> </ul>   |
| <i>Creative thinking techniques</i> may include: | <ul style="list-style-type: none"> <li>• brainstorming:               <ul style="list-style-type: none"> <li>• bulletin board</li> <li>• buzz session</li> <li>• computer-aided</li> <li>• sequencing</li> <li>• stop and go</li> </ul> </li> <li>• Edward de Bono's six thinking hats</li> <li>• ego alter or heroes</li> </ul>  |

| <b>RANGE STATEMENT</b>                              |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• graphic organisers:               <ul style="list-style-type: none"> <li>• concept fans</li> <li>• visual maps</li> <li>• webbing</li> </ul> </li> <li>• lateral thinking games</li> <li>• making associations</li> <li>• mind mapping</li> <li>• morphological analysis</li> <li>• sub-culture surfing</li> <li>• trigger words</li> <li>• use of metaphors and analogies</li> <li>• vision circles</li> <li>• word salads</li> <li>• visualisation</li> </ul> |
| <b>Resources</b> may include:                       | <ul style="list-style-type: none"> <li>• computer hardware and software</li> <li>• facilities</li> <li>• printed material</li> <li>• specialist equipment</li> <li>• specialist staff</li> <li>• training</li> </ul>   |
| <b>Formats</b> may include:                         | <ul style="list-style-type: none"> <li>• application forms to funding bodies or sponsors</li> <li>• briefs for consultants</li> <li>• concept maps</li> <li>• electronic presentations to promote the concept</li> <li>• in-house proposal forms</li> </ul>  |
| <b>Creative and practical criteria</b> may include: | <ul style="list-style-type: none"> <li>• cost-effectiveness</li> <li>• evaluation against competing priorities</li> <li>• fit with personal vision and aspirations</li> <li>• fit with strategic directions of organisation</li> <li>• fit with target market needs</li> <li>• how innovative the concept is</li> <li>• level of risk</li> <li>• potential benefits</li> <li>• technical feasibility</li> <li>• time to realise the concept</li> </ul>   |
| <b>Constraints</b> may include:                     | <ul style="list-style-type: none"> <li>• availability of resources and equipment</li> <li>• availability of skilled experts and personnel</li> <li>• cost</li> </ul>   |

| <b>RANGE STATEMENT</b>                            |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• level of technical difficulty</li> <li>• limited funding sources</li> <li>• limited potential for commercialisation</li> <li>• time</li> </ul>  |
| <i>Implementation specifications</i> may include: | <ul style="list-style-type: none"> <li>• briefs for work</li> <li>• detailed specification of concept including purpose and content</li> <li>• operational plan with responsibilities and time lines</li> <li>• resources breakdown (financial, human and physical)</li> </ul> |

### Unit Sector(s)

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| <b>Unit sector</b> |  |
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### Competency field

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| <b>Competency field</b> | Creativity and Innovation - Creative Thinking |
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### Co-requisite units

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|---------------------------|--|
| <b>Co-requisite units</b> |  |
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