



**Australian Government**

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

# **BSBCRT601A Research and apply concepts and theories of creativity**

**Revision Number: 1**

## BSBCRT601A Research and apply concepts and theories of creativity

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to undertake research into different concepts and theories of creativity, and to apply those to a particular field of endeavour.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals who use sophisticated research and critical analysis skills in the exploration of creativity and its application to work and life practice. This research may be related specifically to fields of practice traditionally considered as 'creative', such as the arts, but may equally relate to much broader fields of human activity and endeavour.</p> <p>The scope of the research activity has both significant depth and breadth. A broader, more general approach to the ideas and history surrounding creativity is found in BSBCRT403A Explore the history and social impact of creativity.</p>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

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

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. Research concepts and theories of creativity	<p>1.1. Use a range of <b><i>research techniques</i></b> to source information about creativity</p> <p>1.2. Identify and explore potential <b><i>new, emerging and alternative sources of ideas and thinking</i></b> about creativity</p> <p>1.3. Expand own knowledge and understanding of creativity through review and <b><i>critical analysis</i></b> of information</p> <p>1.4. Analyse, compare and contrast a <b><i>range of theoretical perspectives and thinking</i></b> on creativity</p> <p>1.5. Identify and explore the transmigration of creative thought to innovative output</p>
2. Apply theories of creativity to practice	<p>2.1. Evaluate the relevance and application of different theories and practices of creativity based on analysis of <b><i>own work and life experience</i></b></p> <p>2.2. Analyse the ways in which different aspects of history, theory and other influences are applied, adapted or challenged in practice</p> <p>2.3. Assess the ways in which theories, thinking and practices about creativity may be applied that provide <b><i>benefits to individuals, businesses and the community</i></b></p>
3. Develop, articulate and debate own perspectives theories and practices of creativity	<p>3.1. Take a critical approach to different theories and reflect on own ideas and responses</p> <p>3.2. Develop own <b><i>substantiated positions</i></b> in response to research and analysis</p> <p>3.3. Articulate own positions in a manner which demonstrates <b><i>clarity of thought and conceptual understanding</i></b> of different theories and thinking</p> <p>3.4. Debate own positions on creativity showing belief in own ideas and a willingness to remain open to new perspectives</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- critical thinking skills to analyse complex information and to develop and substantiate own positions and responses to theories and thinking around creativity
- communication skills to articulate and debate complex concepts
- literacy and problem solving skills to research information dealing with complex concepts and theories of creativity
- self-management skills to develop and substantiate own views and ideas.

#### Required knowledge

- different theories and concepts of creativity, including different historical perspectives and current and emerging thinking
- potential and actual benefits of creativity for individuals, businesses and communities
- relationship between theories of creativity and creativity in practice (in a particular work or broader social context).

## Evidence Guide

### EVIDENCE GUIDE

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.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conduct of at least one research project into past, current and emerging theories of creativity
- development of substantiated positions on creativity and its application in response to own analysis and research
- knowledge of different theories and thinking on creativity and its application in different social and work contexts.

#### Context of and specific resources for assessment

Assessment must ensure:

- use of current and emerging sources of information and thinking on creativity.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of research undertaken by the candidate into theories and application of creativity
- observation of the candidate participating in discourse and debate on theories of creativity and on the candidate's own positions and ideas.

#### Guidance information for assessment

## 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.

<b><i>Research techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• analysis of consumer trends</li> <li>• desk research</li> <li>• finding style leaders</li> <li>• informal discussions</li> <li>• internet search</li> <li>• interviews</li> <li>• literature reviews</li> <li>• observation of creative workers processes and behaviours</li> <li>• personal experience</li> <li>• tracking trendsetters</li> </ul>
<b><i>New, emerging and alternative sources of ideas and thinking</i></b> may include:	<ul style="list-style-type: none"> <li>• component resourcing</li> <li>• consumer trends</li> <li>• current business theories</li> <li>• emerging government policy</li> <li>• emerging research</li> <li>• fashion/design trends</li> <li>• grazing hardware, electronics, junk, second hand goods etc.</li> <li>• individuals in any fields of endeavour</li> <li>• innovative organisations</li> <li>• international trends</li> <li>• new products and sub assembly components</li> <li>• social trends</li> </ul>
<b><i>Critical analysis</i></b> may involve:	<ul style="list-style-type: none"> <li>• adapting</li> <li>• analysing and evaluating actions and policies</li> <li>• challenging</li> <li>• clarifying issues, values and standards</li> <li>• comparing analogous situations</li> <li>• comparing and contrasting ideals with practice</li> <li>• comparing and evaluating beliefs, interpretations and theories</li> <li>• critical path process</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• debate and discussion</li> <li>• developing criteria for evaluation</li> <li>• distinguishing relevant from irrelevant facts</li> <li>• examining and evaluating assumptions</li> <li>• exploring implications and consequences</li> <li>• generating and assessing solutions</li> <li>• ideational connecting of unrelated information</li> <li>• judging</li> <li>• leap of faith</li> <li>• making interdisciplinary connections</li> <li>• making plausible inferences and predictions</li> <li>• noting significant similarities and differences</li> <li>• obtuse connections</li> <li>• openness</li> <li>• questioning</li> <li>• reading and listening critically</li> <li>• reflecting</li> </ul>
<i>Range of theoretical perspectives and thinking</i> may be:	<ul style="list-style-type: none"> <li>• economic</li> <li>• environmental</li> <li>• geographic</li> <li>• heritage</li> <li>• historical</li> <li>• local, national, international</li> <li>• political</li> <li>• philosophical</li> <li>• social/cultural</li> <li>• style/design</li> </ul>
<i>Own work and life experience</i> may include:	<ul style="list-style-type: none"> <li>• evaluation of contexts in which creativity has flourished</li> <li>• observation of nature</li> <li>• observation of the man-made environment</li> <li>• observations of the ways people interrelate</li> <li>• reflection on own creative thinking and endeavours</li> <li>• reflection on own experience with any type of creative endeavour or creative thinking</li> <li>• workplace experience</li> </ul>
<i>Benefits to individuals, businesses and the community</i> may include:	<ul style="list-style-type: none"> <li>• adaptability</li> <li>• better individual and business relationships</li> <li>• capacity for innovation and invention</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• curiosity</li> <li>• environmentally sustainable practices</li> <li>• greater social cohesion</li> <li>• high degree of value adding</li> <li>• improved productivity and profit</li> <li>• nimbleness of thought</li> <li>• psychological wellbeing of individuals and communities</li> </ul>
<i>Substantiated positions</i> may be positions which are:	<ul style="list-style-type: none"> <li>• grounded in appropriate research</li> <li>• result of rational and logical thought</li> <li>• supported by relevant information</li> <li>• subjected to the analysis of others (e.g. peer review)</li> </ul>
<i>Clarity of thought and conceptual understanding</i> may be demonstrated by:	<ul style="list-style-type: none"> <li>• ability to exchange and debate ideas with others</li> <li>• appropriate distillation of ideas to suit the required purpose</li> <li>• audience understanding</li> <li>• clear articulation of ideas</li> </ul>

## Unit Sector(s)

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

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

<b>Co-requisite units</b>		

