



Australian Government

Department of Education, Employment and Workplace Relations

SITXQUA002A Originate and develop a concept

Revision Number: 1

SITXQUA002A Originate and develop a concept

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to originate and develop a concept to a stage where it becomes the basis of a creative and effective product, service or process. It requires the ability to respond to a brief or develop a self-initiated proposal, originate the concept, seek technical and creative input, adjust the proposal and create an operational specification for the implementation of the concept.

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

Application of the Unit

Application of the unit

This unit applies to the full range of industry sectors and environments within the service industries.

It may apply to designing a new entertainment concept, hospitality product, retail product or service, client package for a hotel or resort, style of cuisine for a restaurant or food outlet, type of recreational vehicle, quality control program, marketing campaign or convention package.

The unit applies to senior managerial, product or creative personnel who operate autonomously, may have responsibility for others and have a strategic planning and product development role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the brief or clarify need or opportunity.	1.1 Explore the brief, need or opportunity for innovation, investigate and clarify the context for the new <i>product or service</i> . 1.2 Clarify <i>purpose</i> , desired outcome or end product, broad content, style, cost, intended audience or user and

ELEMENT	PERFORMANCE CRITERIA
	other relevant <i>factors</i> of the brief, need or opportunity.
	1.3 Specify the purpose, goals, constraints and requirements of the final product, service or process.
2 Develop a range of creative approaches.	2.1 Generate a range of different, innovative and creative approaches and concepts.
	2.2 Review different approaches or concepts for feasibility, innovation, creativity and acceptability to client or audience.
	2.3 Identify possible <i>constraints</i> and check the approaches or concepts against constraints to determine feasibility.
	2.4 Take into consideration social, ethical and environmental impacts of the approaches or concepts.
	2.5 Investigate effects and advantages of various combinations of activities, systems, processes, staff and materials for achieving a creative, innovative and appropriate outcome.
	2.6 Select concepts or approaches that achieve the required outcome in an innovative and feasible way and document draft proposals representing those approaches in an <i>appropriate format</i> .
3 Seek opinions of colleagues and a range of creative technical experts and specialists.	3.1 Discuss proposals with <i>colleagues and specialists</i> .
	3.2 Clarify creative and technical aspects of proposals and seek expert advice where required.
	3.3 Compare proposals with best practice examples of similar products, services or processes.
4 Adjust and refine proposal on the basis of advice received and evaluation.	4.1 Determine advantages and disadvantages of each approach or strategy based on <i>established criteria</i> .
	4.2 Evaluate proposals and select the approach that will result in desired outcome.

ELEMENT**PERFORMANCE CRITERIA**

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|---|------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | Develop concept to an operational level. | 5.1 | Develop detailed specification for the product, service or process in terms of creativity, audience or user, budget and technical requirements. |
| | | 5.2 | Present detailed <i>specification</i> to relevant parties for approval, funding or endorsement. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to use creative techniques to generate a range of innovative ideas
- ability to communicate with a wide range of people
- research skills.

The following knowledge must be assessed as part of this unit:

- relevant specialist technical knowledge relating to issues for the specific work contexts within the particular service industry sector and business
- appropriate ways of documenting creative proposals
- past history of work in related areas
- social and environmental effects of possible approaches
- technical principles and knowledge appropriate to the area covered by the concept communication principles.

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, the range statement and the Assessment Guidelines for this Training Package.

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

Evidence of the following is essential:

- project or work activities that show the candidate's ability to generate and evaluate original, creative and effective concepts that can be translated into concrete operational proposals
- ability to fully research, comprehend and analyse information on the full range of issues that relate to originating and developing the concepts
- ability to consult and communicate with colleagues and

EVIDENCE GUIDE

external specialists

- ability to review, modify and document concepts and operational specifications.

Context of and specific resources for assessment

Assessment must ensure:

- access to a service industry operation for which concepts would be originated and developed *or*
- access to comprehensive and sufficient information about that service industry operation to allow the candidate to fully develop concepts
- involvement of both internal and external specialists so consultation can be achieved.

Methods of assessment

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

- project activities to originate and develop concepts in conjunction with an industry operator
- project activities to originate and develop concepts for service industry products for the training college or local community
- case studies to assess the candidate's ability to evaluate, adjust and refine concepts
- written and oral questioning or interview to test technical knowledge and knowledge of the contents of operational specifications and other conceptual documentation
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

BSBMGT516A Facilitate continuous improvement

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 in the performance criteria is detailed below.

Product or service may include:

- new or enhanced service industry product or service
- marketing campaigns
- loyalty programs
- advertising campaigns.

Purpose of the product or service may be:

- new product to gain market share
- new product to diversify the current product range
- expanded product range to minimise business risk.

RANGE STATEMENT

Factors may include:

- cost-effectiveness
- technical feasibility
- audience or user characteristics
- issues relating to implementation, such as:
 - level of skill and understanding
 - resource requirements
 - need for additional staff training
 - access to technology.

Constraints may include:

- cost
- finance
- time
- availability of skilled experts and personnel
- availability of equipment
- technical difficulty in realising the concept.

Appropriate format may include:

- proposals to be submitted to a funding body or sponsor
- briefs for a consultant
- descriptions of a creative proposal for in-house consideration.

Colleagues and specialists may include:

- staff involved in the design or implementation of process
- technical specialists
- creative and administrative staff
- external consultants.

Established criteria may include:

- creativity
- appropriateness to the user or audience
- cost-effectiveness
- level of risk
- potential benefits
- technical feasibility.

RANGE STATEMENT

Specifications may include:

- purpose
- audience
- time
- budget
- human and physical resources, including plant and equipment
- ownership of final product
- operational plan.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Quality and Innovation