



Australian Government

BSBCRT403 Explore the history and social impact of creativity

Release: 1

BSBCRT403 Explore the history and social impact of creativity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to explore the history and social impact of creativity.

It applies to individuals who develop and apply a broad knowledge of the history of creativity. Understanding the concept of creativity, how creative people think and how creativity has been applied throughout history can provide individuals with inspiration and ideas to take into their own work and lives.

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

Unit Sector

Creativity and Innovation – Creative Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Investigate the history of creativity	1.1 Identify relevant sources of information on the history of creativity 1.2 Investigate and review different definitions of creativity and how these relate in an historical context 1.3 Assess the ways that individuals and collaborative groups have demonstrated creativity 1.4 Explore the relationship between creativity and different cultures and relate these to current contexts
2 Assess the impacts of	2.1 Explore the impacts of creativity on the ways that people live

ELEMENT	PERFORMANCE CRITERIA
creativity	and work 2.2 Explore the ways in which creativity has occurred in different fields of human endeavour 2.3 Determine and evaluate the factors that affect the presence or extent of creativity in a given situation
3 Evaluate the potential for enhancing creativity in own life	3.1 Extract key information and ideas from the history of creativity for possible relevance to own life and work 3.2 Discuss and explore ideas with others 3.3 Reflect on how creativity or creative thinking might be integrated into own life and work 3.4 Identify and access opportunities to build own creative thinking skills

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	Seeks opportunities to improve own skills and knowledge
Reading	1.1-1.4, 2.1-2.3, 3.1	Interprets, evaluates and extracts relevant information from a range of texts
Writing	1.1-1.4, 2.1-2.3, 3.1	Documents key research findings and ideas
Oral Communication	3.2	- Presents ideas clearly using language and features suitable to diverse audiences - Uses listening and questioning techniques to elicit the views and opinions of others
Get the work done	1.1, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4	- Uses digital technologies to access information - Seeks and nurtures new ideas by making links between history and the present

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT403 Explore the history and social impact of creativity	BSBCRT403A Explore the history and social impact of creativity	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT403 Explore the history and social impact of creativity

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Performance Evidence

Evidence of the ability to:

- conduct at least ONE research project into the historical and social impact of creativity that includes:
 - using a range of information sources
 - presenting findings and encourage discussion and debate, respecting different perspectives and ideas
 - identifying and accessing ways to build own creative thinking skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the impact of creativity at different points in history, including contemporary perspectives
- explain the potential links between the history of creativity and current individuals and communities
- identify sources of information on the history and social impact of creativity
- outline different factors that impact on creativity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to sources of information on the history of creativity.

Assessors must satisfy NVR/AQTF assessor requirements.

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