



Australian Government

BSBCRT501 Originate and develop concepts

Release: 1

BSBCRT501 Originate and develop concepts

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 originate and develop concepts for products, programs, processes or services to an operational level.

It applies to individuals who develop concepts for any business or community activity or process, such as marketing and advertising campaigns, staff development programs, information technology and communication systems, radio and television programs, entertainment events, films, exhibitions and digital media products. Individuals operate with a high degree of autonomy, but collaborate with others to generate ideas and refine concepts to the point where they can be implemented.

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 Evaluate and explore needs and opportunities	1.1 Research and evaluate existing information that informs new concept development 1.2 Where appropriate, identify and use gaps in current range of products, programs, processes or services as the catalyst for generating new ideas or concepts 1.3 Expand the potential of new ideas through exploration of opportunities beyond the obvious 1.4 Identify factors that could have an impact on ideas or concepts

ELEMENT	PERFORMANCE CRITERIA
	to be developed, including potential for commercialisation 1.5 Determine whether other players are filling identified gaps or investigating similar opportunities 1.6 Develop preliminary ideas on innovative and different ways to address needs and opportunities 1.7 In consultation with relevant stakeholders, 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 creative thinking techniques to generate innovative and creative concepts to address identified needs 2.2 Challenge, test and experiment with different concepts and ideas as part of a collaborative process 2.3 Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential 2.4 Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed 2.5 Identify resources required to achieve desired creative and innovative outcomes 2.6 Evaluate the effectiveness of different strategies for achieving desired outcomes 2.7 Select concepts or approaches that achieve required outcomes in an innovative and feasible way 2.8 Present proposed concepts or approaches in an appropriate format
3 Refine concepts	3.1 Ensure concept development process is open to ongoing refinement and testing 3.2 Seek input and feedback on concepts from relevant stakeholders 3.3 Seek specialist advice on creative and technical aspects of proposals as required 3.4 Compare concepts with best practice examples of similar products, programs, processes or services 3.5 Use a range of creative and practical criteria to determine the advantages and disadvantages of different concepts 3.6 Evaluate constraints on the realisation of concepts or ideas 3.7 Refine proposals based on analysis and feedback

ELEMENT	PERFORMANCE CRITERIA
4 Develop concepts to an operational level	4.1 Use refined concepts as the basis for developing detailed implementation specifications 4.2 Present specifications to relevant parties for approval, funding or endorsement 4.3 Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future

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	3.1, 3.7, 4.3	- Reflects and evaluates methods used to develop concepts and seeks ways to improve - Actively elicits the views and opinions of others to develop and refine ideas
Reading	1.1-1.5, 2.3, 2.6, 3.4, 3.5, 3.6, 3.7, 4.1	Interprets and evaluates a range of complex information and considers how to develop and adopt ideas to deliver products or services at an operational level
Writing	1.1-1.4, 1.6, 2.4-2.6, 2.8, 3.2-3.7, 4.1, 4.2	- Documents findings and ideas using language and structure to suit the purpose - Develops documents designed to gain feedback from others - Prepares proposals and plans for relevant stakeholders incorporating appropriate vocabulary and grammatical structures
Oral Communication	1.7, 2.2, 2.4, 3.2, 3.3, 4.2	- Expresses thoughtful and challenging opinions using engaging language and non-verbal features - Elicits views and information from others using a range of active listening and questioning techniques
Interact with others	1.7, 2.2, 2.4, 2.8, 3.2, 3.3, 4.2	- Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction - Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information

Get the work done	1.1- 1.5, 2.1-2.7 , 3.1, 3.4-3.6, 4.2, 4.3	- Plans and implements complex activities with multiple considerations, monitors implementation, and manages relevant feedback - Uses systematic, analytical processes in complex, non-routine situations to gather required information, identify and evaluate possible concepts, and select the most appropriate concept for development - Develops new and innovative ideas through exploration, analysis and critical thinking - Monitors outcomes, considering results from a range of perspectives and identifying key concepts and principles that may be adaptable to future situations
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT501 Originate and develop concepts	BSBCRT501A Originate and develop concepts	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 BSBCRT501 Originate and develop concepts

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Performance Evidence

Evidence of the ability to:

- generate concepts and ideas that provide innovative solutions to identified issues
- evaluate and test concepts and ideas
- present ideas and information to others and reflect on responses
- develop at least two concepts, substantiated and supported with sufficient information to allow implementation to occur.

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

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:

- a full range of background information required to evaluate the operational factors that will affect the implementation of concepts
- opportunities to collaborate with others throughout the concept development process.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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