



**Australian Government**

# **BSBDES201 Follow a design process**

**Release: 1**

## BSBDES201 Follow a design process

### 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 follow a design process at a basic level, incorporating an element of problem solving to identify and resolve challenges that may hinder the process.

It applies to individuals who work under direct supervision and respond to specific issues or changes which may relate to product and service requirements.

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

### Unit Sector

Design – Design Process

### 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 Clarify the challenge                          | 1.1 Confirm the nature and scope of the challenge with stakeholders<br>1.2 Agree on specific objectives with stakeholders<br>1.3 Identify constraints that may impact the design process<br>1.4 Identify and source relevant supporting information and assistance |
| 2 Explore different ideas and solutions          | 2.1 Generate a range of ideas to respond to the challenge<br>2.2 Explore different options and ideas for meeting objectives<br>2.3 Involve others in the process of developing ideas and solutions                                                                 |

| ELEMENT                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                             |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 Select and present a solution | 3.1 Reflect on different ideas and feedback, and select a preferred solution<br>3.2 Summarise the key ideas in the solution and present to stakeholders in appropriate format<br>3.3 Obtain any required approvals to take the solution to the next stage        |
| 4 Implement solution            | 4.1 Schedule key tasks and organise resources to support implementation<br>4.2 Carry out testing, prototyping or trialling of the proposed solution<br>4.3 Maintain any required documentation<br>4.4 Identify problems and seek advice and guidance from others |
| 5 Evaluate solution             | 5.1 Check success of the solution based on original objectives<br>5.2 Seek feedback from appropriate stakeholders<br>5.3 Review both the solution and the process undertaken to develop the solution as part of an ongoing learning process                      |

## 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           | 5.3                     | <ul style="list-style-type: none"> <li>Reviews own work to identify improvement opportunities</li> </ul>                                                                                                                   |
| Reading            | 1.4, 2.2, 4.3           | <ul style="list-style-type: none"> <li>Reviews and interprets textual information from a range of sources to scope job requirements and generate ideas</li> </ul>                                                          |
| Writing            | 3.2, 4.3                | <ul style="list-style-type: none"> <li>Produces meeting summaries using simple language and structure</li> </ul>                                                                                                           |
| Oral Communication | 1.1, 1.2, 2.3, 3.2, 4.4 | <ul style="list-style-type: none"> <li>Uses questioning and listening techniques to gain information, confirm understanding or seek feedback</li> <li>Presents ideas using correct pronunciation and vocabulary</li> </ul> |

|                      |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Numeracy             | 4.1                                              | <ul style="list-style-type: none"> <li>Recognises and interprets numerical information relating to timeframes and dates</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| Interact with others | 5.2                                              | <ul style="list-style-type: none"> <li>Cooperates with others to achieve results in immediate work context</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Get the work done    | 1.3, 1.4, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.4, 5.1 | <ul style="list-style-type: none"> <li>Plans routine tasks with familiar goals and outcomes</li> <li>Seeks assistance when problems are beyond immediate responsibilities or experience</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> <li>May reflect on outcomes and identify what worked, or develop an improved approach for future situations</li> <li>Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments                                        | Equivalence status |
|-----------------------------------|------------------------------------|-------------------------------------------------|--------------------|
| BSBDES201 Follow a design process | BSBDES201A Follow a design process | 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 BSBDES201 Follow a design process

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## Performance Evidence

Evidence of the ability to:

- determine project objectives, possible constraints and required support materials
- collaborate with others when generating ideas, solving problems, and seeking approvals and feedback
- schedule tasks and create project documentation to support proposed solutions
- review work to determine future improvements.

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 creative thinking techniques that can be used to generate ideas
- summarise the key steps in the design process as a way of thinking and solving problems
- list potential sources of information for new ideas, relevant to specific context.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to office equipment required to implement solutions.

Assessors must satisfy NVR/AQTF assessor requirements.

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