



Australian Government

Department of Education, Employment and Workplace Relations

BSBCRT403A Explore the history and social impact of creativity

Revision Number: 1

BSBCRT403A Explore the history and social impact of creativity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore the history and social impact of creativity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals who develop and apply knowledge of the history of creativity at a broad rather than deep level. Understanding the concept of creativity, how creative people think and how creativity has been applied through history can provide individuals with inspiration and ideas to take into their own work and lives. More complex research on theories of creativity is found in BSBCRT601A Research and apply concepts and theories of creativity.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Investigate the history of creativity	1.1. Identify relevant <i>sources of information</i> 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 creativity	2.1. Explore the <i>impacts of creativity</i> on the ways that people live and work 2.2. Explore the ways in which creativity has occurred in <i>different fields of human endeavour</i> 2.3. Determine and evaluate the <i>factors that affect the presence or extent of creativity</i> 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 <i>opportunities to build own creative thinking skills</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to discuss and explore ideas about creativity with others
- comprehension skills to interpret information dealing with potentially complex ideas.

Required knowledge

- impact of creativity at different points in history, including contemporary perspectives
- potential links between the history of creativity and current individuals and communities
- sources of information on the history and social impact of creativity
- ways in which different factors impact on creativity and how it is demonstrated in various cultural contexts.

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: knowledge and understanding of the history and social impact of creativity, including its contemporary relevance to individuals and communities.
Context of and specific resources for assessment	Assessment must ensure: access to sources of information on the history of 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 candidate's exploration of creativity and its impact, demonstrated through oral or written presentation - oral or written questioning to assess knowledge of creativity in an historical and contemporary context - review of identification of opportunities to build own creative thinking skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

Sources of information may include:

- artistic works (visual, aural, oral)
- arts co-operatives
- clubs
- friends and family
- internet
- printed references and texts
- production teams

Impacts of creativity may include:

- archaeological discoveries
- botanical/anthropological discoveries
- change in nature of communication between individuals and communities
- changed relationships between gender and generations
- changes in style
- conservative versus adventurous culture and social mindset
- improvement in living conditions
- new products and services
- reduced costs
- scientific discoveries
- sudden or gradual political change
- totally new ways of undertaking tasks

Different fields of human endeavour may be:

- agriculture
- arts
- science
- subsistence - primitive societies
- technology

Factors that affect the presence or extent of creativity may include:

- culture
- economic
- environmental
- family
- friends
- political

RANGE STATEMENT	
	• right time and place • social
<i>Opportunities to build own creative thinking skills</i> may include:	• attendance at seminars • participation in creative activities • reviewing and adapting own communication skills • using new approaches to work • working in creative communities

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Creative Thinking
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Co-requisite units

Co-requisite units		