



BSBCRT412

Articulate, present and debate ideas

Assessment 3 of 5

Project



Assessment Instructions

Task overview

This assessment task is divided into two [2] activities. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need the following:

- Assessment 2 [Presentation Plan and Presentation]



Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g., allowing additional time]
- the evidence gathering techniques [e.g., oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Case study

Fusion Graphix is a Graphic Design Studio that offers B2B graphic design, web design and marketing services. They create print and digital media of high quality. Their goal is to make businesses not only look great but also meet all their expectations by delivering great results.

For the purpose of this assessment, you will play the role of Jackie Spade, the Administration Manager of Fusion Graphix.

You received the following email from John Lewis, the Studio Manager of Fusion Graphix:

Good afternoon, Jackie,

Thanks for sending through your presentation plan and the presentation itself. Well done, you have done a great job. I have organised for you to deliver the presentation on Monday at 10:00 a.m. in the training room.

I will sit-in on the session as I'm looking forward to experiencing your persuasive presentation skills.

Kind Regards,

John Lewis

Activity 1

You are to deliver the presentation you planned in Assessment 2, to three [3] employees of Fusion Graphix.

Your presentation should follow the format and use the communication aids, tools or props identified in your presentation plan and delivery notes [Assessment 2].

During the presentation, you will need to demonstrate the following:

- Use a variety of techniques to engage the audience and encourage discussion.
- Use elements of storytelling to provide context to the ideas you are conveying.
- Identify and respond to opportunities for discussion and exchange of ideas.
- Respond to questions with clarity and confidence, demonstrating an understanding of your topic.
- Respect and acknowledge the views and ideas of others.
- Take risks in how you present and discuss ideas.
- Effectively use communication aids and tools.
- Demonstrate effective use of digital technology
- Ask for feedback at the end of the presentation.

Assessor instructions: Students must participate in a role play with three [3] others following the role play instructions below.

Role play instructions

In this task, you will participate in a role/play meeting with three (3) others. These may be sourced using one of the following options:

1. peers who you are already working with, in the industry your qualification relates to.
2. fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

The role play/meeting must not exceed 15 minutes in duration and must address all elements of the Observation Checklist below.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peers will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participants

Fellow students participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Students will need to state their name and that they are a student [as their job title] at the start of the recording to inform consent.

Participants' briefing instructions:

John Lewis, Studio Manager:

- Ask the following questions:
 - *Why did they choose their specific PD activity?*
 - *Did they consider other options?*
 - *What are the outcomes desired from this activity?*
- Provide feedback at the end of the presentation about clarity and presentation style.

Miranda Deidre, Graphic Designer:

- You joined Fusion Graphic recently and you identify English as your second language.
- You must participate in any activities that form part of the presentation as directed by the presenting student.
- Provide feedback at the end of the presentation about engagement with the audience.

Elias Page, Web Designer:

- You joined Fusion Graphic recently and you are hearing impaired.
- You must participate in any activities that form part of the presentation as directed by the presenting student.
- Provide feedback at the end of the presentation about communication aids.

Recording instructions

Your role play must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

ASSESSOR OBSERVATION CHECKLIST: Assessment 3, Activity 1

Students are required to upload a video of themselves, and three (3) others engaged in a short meeting.

The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 15 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO	ASSESSOR COMMENTS
Task checklist		
Did the student include all content and activities on the bullet point outline provided? Did the student: <ul style="list-style-type: none">• Use a variety of techniques to engage		

the audience and encourage discussion.				
<ul style="list-style-type: none"> Use elements of storytelling to provide context to the ideas you are conveying. 				
<ul style="list-style-type: none"> Identify and respond to opportunities for discussion and exchange of ideas. 				
<ul style="list-style-type: none"> Respond to questions with clarity and confidence, demonstrating understanding of your topic. 				
<ul style="list-style-type: none"> Respect and acknowledge views and ideas from others. 				
<ul style="list-style-type: none"> Take risks in how you present and discuss ideas. 				
<ul style="list-style-type: none"> Effectively use communication aids and tools. 				
<ul style="list-style-type: none"> Demonstrate effective use of digital technology 				
<ul style="list-style-type: none"> Ask for feedback at the end of the presentation. 				
Did the student describe a professional development activity and explanation as to its choice?				
Did the student use two communication aids, including one that uses digital technology?				

Skills checklist				
Did the student use storytelling to provide context to their presentation, including choosing a story that is relevant to the audience?				
Did the student use the story in context so it supports the presentation and all relevant points?				
Did the student incorporate risk taking into their presentation. This may be demonstrated by the use of humour or shock value, and the use of props or other visual aid?				
Did the student use techniques to encourage discussion and response. This may include: <ul style="list-style-type: none"> • asking the audience questions • pausing • providing time for people to contribute or ask a question • using encouraging body language • making eye contact • smiling • advising at the outset that discussion is encouraged • using a warm and friendly manner. 				
Did the student listen and respond to others' questions and contributions, such as making eye contact with the person speaking, using open and encouraging body language, and acknowledging their contribution?				
Did the student demonstrate knowledge of the effective use of their visual aids? This must include using them confidently and appropriately within the context of their presentation, i.e., explaining a handout or activity before				

commencing it, having a PowerPoint presentation displayed before commencement of the presentation, and having enough copies of handouts.				
Did the student demonstrate effective use of digital technology? This can be displayed by understanding how to effectively use a PowerPoint presentation or show a video to a group (or any other method deemed appropriate by the assessor).				

Activity 2

Reflect and evaluate your presentation, and the feedback received.

1. Summarise and reflect on the feedback you received on your presentation from your three colleagues. In your response you will need to include the following:

- your clarity and presentation style
- how well you engaged with your audience
- the effectiveness of the communication aids you used
- your reflection on whether you feel the feedback is valid and whether you will incorporate it into future presentations
- describe how you will incorporate feedback into your future presentations, or if not, why not.

Type your responses in the space provided below.

[Approximate word count: 150 – 200 words]

Assessor instructions: Students must reflect and evaluate their presentation, and the feedback received. In their answer they need to cover all the bullet points provided in the instructions of the activity.

A sample answer is provided below.

<<Insert your response here>>

Students' answers will vary depending on how well they did during their presentation and the feedback they received. Their answers need to align with the feedback they received in the role play and cover all the points above.

Sample answer:

Clarity and Presentation Style
I felt I was confident during my presentation. I was speaking clearly and used a warmed and friendly manner to connect with the audience.

Engagement with the Audience

I asked questions to confirm the audience's understanding, encouraging language, eye contact and smiling.

Communication Aids

I used Power Point and Videos to engage with my audience. All my points were covered in writing in the PPT Slides and the videos had subtitles to ensure both the hearing-impaired attendee as well as the attendee with English as the second language will not miss anything.

Feedback

The feedback I received is that I could slow down as on some occasions I spoke very fast. I feel the feedback was valid.

Future Presentations

I will incorporate the feedback in my future presentations. I will make sure that I always speak clearly and in a good pace and I will keep checking with my audience to ensure they're keeping up.

Assessment checklist:

Students must have completed all the activities within this assessment before submitting. This includes:

Assessment 3		
1	Role Play	<input type="checkbox"/>
2	Reflection and Evaluation	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 3!

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