



BSBCRT412

Articulate, present and debate ideas

Assessment 5 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:

- Assessment 4 (Discussion Plan and Presentation 2)



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 discussion plan and the presentation itself. Well done! You have done a great job.

Please organise the discussion meeting for tomorrow afternoon. I will be involved in the discussion; however, I want you to lead this.

Kind Regards,

John Lewis

Activity 1

You are to deliver the presentation you planned in Assessment 4, to three [3] employees of Fusion Graphix.

Your presentation should follow the format and use the communication aids, tools or props identified in your discussion plan [Assessment 4].

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 understanding of your topic.
- Respect and acknowledge views and ideas from 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 regarding your ability in leading the discussion

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:

- peers who you are already working with, in the industry your qualification relates to.
- 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 do we need to put files online, can they be accessed via the server as usual?*
 - *Have you considered other options?*
- Provide feedback at the end of the presentation about clarity and presentation style.

Mary Jones, Graphic Design Manager:

- Ask the following questions:
 - *How can they be really sure this is safe and secure?*

○ *Is it an option to only have certain files and not client data?*

- 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.

Evan Right, Web Design Manager:

- Ask the following questions:
 - *How will we get clients to give their consent to online data?*
 - *What happens if their info is hacked, what's our liability?*
- 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 5, 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
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Task checklist

<p>Did the student include all content and activities on the bullet point outline provided? Did the student:</p> <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. 				

Skills checklist



<p>Did the student use a variety of techniques to engage their audience? The student must demonstrate the following: Use techniques to encourage discussion and response. This may include:</p> <ul style="list-style-type: none"> • asking the audience questions • pausing • providing time for people to contribute or asking a question • using encouraging body language • making eye contact • smiling • advising at the outset that discussion is encouraged • moving around the audience • using a warm and friendly manner. 			
<p>Listen and respond to questions and contributions by others such as making eye contact with the person speaking, using open and encouraging body language, acknowledging their contribution.</p>			
<p>Demonstrate knowledge of the effective use of their visual aids. This must include using them confidently and appropriately within the context of their discussion.</p>			
<p>Demonstrate the 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.</p>			

Activity 2

Reflect and evaluate your presentation, and the feedback received.

Reflect and evaluate your ability in leading the discussion.



1. Summarise and reflect on the outcomes of the discussion and your feedback from Gavin Stead [your Assessor]. Please include the following:
- How well did the team engage in the discussion?
 - How well did you draw out different options and perspectives?
 - How well did you led the discussion and kept it on track?
 - How did you achieve consensus?
 - How effective was the communication aids you used?
 - Describe how you will incorporate feedback and learnings into leading future discussions, 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:

How well did the team engage in the discussion?

The team engaged very well in the discussion. They were actively listening and asking questions.

How well did you draw out different options and perspectives?

I did very well drawing out different perspectives. I asked questions to confirm understanding and asked people to offer their concerns and thoughts regarding cyber security issues.

How well did you led the discussion and kept it on track?

I made sure all the points were covered and that everyone had an input. When I felt the discussion was going off track, I asked specific questions to bring the conversation back on track.

How did you achieve consensus?

I achieved consensus by:

- *Checking in and asking for agreement before moving on to the next topic.*
- *Asking questions around the following:*
 - *What else would be needed for you to agree to this action?*
 - *What compromises are available?*
 - *What other options, etc.?*

How effective was the communication aids you used?

I used Power Point as well as videos and both aids were very effective. The Power Point provided a visual reinforcement of the key points. The videos were very engaging and showed examples of the online storage software and how they can be used., which clarified a few of the questions the audience had.

Describe how you will incorporate feedback and learnings into leading future discussions, or if not, why not. The feedback I received was generally positive. The only point I would incorporate in future discussions is to be more assertive when leading discussions when it comes to not letting the conversation go off track.

Assessment checklist:

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

Assessment 5		
1	Role Play	<input type="checkbox"/>
2	Reflection and Evaluation	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 5!

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