



BSBCRT411

MARKING GUIDE

Apply critical thinking to work practices

Assessment 3 of 3

Role Play



SWINBURNE
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EDUCATION

Assessment Instructions

Task overview

This assessment is split into three parts:

- Part A: Decision-making review and feedback
- Part B: Review and reflect
- Part C: Incorporate improvements

Read each task carefully before capturing your response and completing your recordings as indicated.

Additional resources

To complete this assessment, you will need access to the following:

- Ace Services Decision Making Policy and Procedure
- Apply critical thinking to work practices - Assessment 2
- Device with recording capability
- Role play participant

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.

Part A: Review decision-making processes

Part A requires you to participate in a role play and submit a video recording as evidence.

In your previous assessment you followed a critical thinking process and addressed the following two work limitations (issues):

1. The lack of an overtime policy and procedure to guide support staff working additional hours during peak periods; and
2. The cost of physical document management.

This assessment builds on the process and solutions you proposed in Assessment 2.

Instructions

Read the following case study and scenario and then complete the tasks that follow.

CASE STUDY

Ace Services is a support services organisation offering clients community services and mental health support. Head office is based in Sydney but they have satellite offices in three regional cities. The client base generally includes individuals from a wide range of backgrounds with a wide range of community services and mental health needs.

SCENARIO

You have been employed at Ace Services as an Office Assistant based in Orange. You report directly to the Office Manager. You are one of three administration assistants and are responsible for supporting three (of the companies five) Support Services Officers on your own.

You recently completed 2 critical thinking processes to identify and propose solutions to resolve workplace limitations. During this process your manager was impressed with how you planned to resolve these work limitations and the solutions you came up with. They have organised a short meeting with you to discuss your process. In this meeting they would like to explore:

- How you found the experience of resolving the work practice issues using critical thinking.
- Your understanding of the *Ace Services Decision Making Policy and Procedure*.

Task 1: Review decision-making processed

You have been asked to attend a meeting with the Office Manager to discuss your recent critical thinking exercises and address their questions as outlined in the scenario. Focusing on one of the two workplace limitations you addressed, during this meeting you must:

- Provide an overview of the critical thinking process you applied.
- Justify your recommendation.
- Refer to the *Ace Services Decision Making Policy and Procedure* [found in the LMS on Assessment 3 page].
- Address your managers specific questions as follow:
 - How did you find the experience of resolving the work practice issues using critical thinking?
 - What are your thoughts on the workplace Decision Making Policy and Procedure? Is it appropriate?
- Ask them for specific feedback on your solutions.

MARKING GUIDE

You must demonstrate the following skills during the course of the meeting:

- Articulates ideas and requirements clearly and persuasively using techniques appropriate to audience and environment.
- Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning.
- Seeks to establish a connection to facilitate work.

This meeting should not exceed 5 minutes. You may use any name for the participant playing the Office Manager. For details on who to engage and the recording requirements, see the Role Play Instructions below.

Role Play Instructions

The role play/meeting must include at least 1 other participant, must not exceed 5 minutes duration and must address all elements of the Observation Checklist below.

Participant requirements:

- **Number of participants:** 1
- **Role:** Office Manager and your direct manager
- **Contribution:** They must contribute as follows:
 - Understand and be able to contribute to discussion on the chosen critical thinking example the student completed in Assessment 2.
 - Ask the following questions:
 - How did you find the experience of resolving the work practice issues using critical thinking?
 - What are your thoughts on the workplace Decision Making Policy and Procedure? Is it appropriate?
 - Provide at least 1 piece of actionable feedback for the student to improve on.

Resourcing requirements:

In this task you will participate in a role-play meeting with another person. This may be resourced using one of the following options:

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

If you are unable to find a participant to play the role of the other participant, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student to complete this task.

Option 1: Peer participant

During the recording the participant will be required to pose specific questions, share their opinion and provide feedback. Should you complete this task with your Peer, you must fully brief them first, providing them with the context to the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

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

Option 2: Fellow student participant

Fellow student participating in the recording must also 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.

Student participants 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.

Recording instructions

Your role play must be recorded with all participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

Consent to participate in the recording must be captured for all participant/s 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 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 participants 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 instructions: Students must conduct a meeting with 1 participant playing the role of the Office Manager. Students may refer to the Office Manager using any name.

This meeting must address the following questions in line with the scenario:

- How you found the experience of resolving the work practice issues using critical thinking.
- Your understanding of the workplace Decision Making Policy and Procedure.

Students must complete the tasks and demonstrate the skills outlined in the observation checklist below.

ASSESSOR OBSERVATION CHECKLIST: Part A, Task 1

Students are required to engage in a short meeting to discuss recent critical thinking exercises they conducted with their manager.

This meeting should be a maximum of 5 minutes. Participants must address specific questions and discussion points identified.

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

ACTIVITY	SATISFACTORY Tick if Yes	ASSESSOR COMMENTS
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Delivery checklist

Completed the session with 1 other participant playing the role of the Office Manager.	<input type="checkbox"/>	
Captures consent of all parties to the role play recording.	<input type="checkbox"/>	
Conducted the recording within the 5 minutes allocated (excluding recording consent time).	<input type="checkbox"/>	
Task checklist		
Discuss the following in relation to a recent critical thinking exercise:	<input type="checkbox"/>	
• Provide an overview of the critical thinking process applied.	<input type="checkbox"/>	
• Justify recommendation.	<input type="checkbox"/>	
• Refer to the <i>Ace Services Decision Making Policy and Procedure</i> .	<input type="checkbox"/>	
• Address the managers questions as identified above.	<input type="checkbox"/>	
• Request specific feedback on solutions.	<input type="checkbox"/>	
Skills checklist		
Articulates ideas and requirements clearly and persuasively.	<input type="checkbox"/>	
Uses language and approach appropriate to the audience and environment.	<input type="checkbox"/>	
Establishes a connection to facilitate work.	<input type="checkbox"/>	
Participates in an exchange of ideas.	<input type="checkbox"/>	
Elicits the view and opinions of others.	<input type="checkbox"/>	
Demonstrates listening and questioning skills.	<input type="checkbox"/>	
Presents professionally (clean and tidy, neat hair and appropriate business attire).	<input type="checkbox"/>	

Part B: Review and reflect

Part B requires you to participate in a role play and submit a video recording as evidence.

In your previous assessment you followed a critical thinking process and addressed the following two work limitations (issues):

1. The lack of an overtime policy and procedure to guide support staff working additional hours during peak periods; and
2. The cost of physical document management.

This assessment builds on the process and solutions you proposed in Assessment 2 and your role play from Part A Task 1.

Instructions

MARKING GUIDE

Read the following scenario and then complete the tasks that follow.

SCENARIO

Your manager was grateful for your work on the recently identified issues impacting the team and has asked that you meet with Human Resources. You have been employed at Ace Services as an Office Assistant based in Orange. You report directly to the Office Manager. You are one of three administration assistants and are responsible for supporting three (of the companies five) Support Services Officers on your own.

Following on from your request for feedback in your catch up with the Office Manager, it has been suggested that you seek additional feedback in order to identify areas for self-development.

To help you with this your manager has suggested you present an example of your critical thinking work to your HR Officer for review. Then meet to capture their feedback and discuss appropriate development opportunities for you to pursue.

Task 1: Review and reflect

You have presented the example of your critical thinking work (from Assessment 2) to the HR Officer. They have had a look and are now ready to catch up to provide you with feedback and discuss self-development opportunities to help you improve this skill. During this meeting you must:

- Ask them for specific feedback on your process and solutions.
- Address their questions as follow:
 - How do you feel about your level of critical thinking skills?
 - What do you feel you did well in your critical thinking task?
 - What do you feel you could improve on in your critical thinking process?
- Demonstrate you can reflect on your own performance by raising the following in the context of the chosen example from Assessment 2:
 - 1 example of what you believe you did well.
 - 1 example of where you believe you can improve your critical thinking skills.
- Ask them to identify any areas they think you could improve your critical thinking skills.
- Ask them for suggestions on how to improve your critical thinking skills and knowledge.

You must demonstrate the following skills during the course of the meeting:

- Articulates ideas and requirements clearly and persuasively using techniques appropriate to audience and environment.
- Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning.
- Seeks to establish a connection to facilitate work.

This meeting should not exceed 5 minutes. You may use any name for the participant playing the HR Officer. For details on who to engage and the recording requirements, see the Role Play Instructions below.

Role Play Instructions

The role play/meeting must include at least 1 other participant, must not exceed 5 minutes duration and must address all elements of the Observation Checklist below.

Participant requirements:

- **Number of participants:** 1
- **Role:** HR Officer

- **Contribution:** They must contribute as follows:
 - Understand and be able to contribute to discussion on the chosen critical thinking example the student completed in Assessment 2.
 - Ask the following questions:
 - How do you feel about your level of critical thinking skills?
 - What do you feel you did well in your critical thinking task?
 - What do you feel you could improve on in your critical thinking process?
 - Identify at least 1 area the student could improve.
 - Identify and discuss skill gaps and opportunities to improve their critical thinking skills and knowledge.

Resourcing requirements:

In this task you will participate in a role-play meeting with another person. This may be resourced using one of the following options:

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

If you are unable to find a participant to play the role of the other participant, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student to complete this task.

Option 1: Peer participant

During the recording the participant will be required to pose specific questions, share their opinion and provide feedback. Should you complete this task with your Peer, you must fully brief them first, providing them with the context to the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

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

Option 2: Fellow student participant

Fellow student participating in the recording must also 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.

Student participants 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.

Recording instructions

Your role play must be recorded with all participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

Consent to participate in the recording must be captured for all participant/s 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 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 participants 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 instructions: Students must conduct a meeting with 1 participant playing the role of the HR Officer. Students may refer to the HR Officer using any name.

This meeting must address the following questions in line with the scenario:

- How do you feel about your level of critical thinking skills?
- What do you feel you did well in your critical thinking task?
- What do you feel you could improve on in your critical thinking process?

Students must complete the tasks and demonstrate the skills outlined in the observation checklist below.

ASSESSOR OBSERVATION CHECKLIST: Part A, Task 1

Students are required to engage in a short meeting to discuss recent critical thinking exercises they conducted with the HR Officer.

This meeting should be a maximum of 5 minutes. Participants must address specific questions and discussion points identified in the task.

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

ACTIVITY	SATISFACTORY Yes / No	ASSESSOR COMMENTS
Delivery checklist		
Completed the session with 1 other participant playing the role of the HR Officer.	<input type="checkbox"/>	
Captures consent of all parties to the role play recording.	<input type="checkbox"/>	
Conducted the recording within the 5 minutes allocated (excluding recording consent time).	<input type="checkbox"/>	
Task checklist		
Discuss the following in relation to a recent critical thinking exercise:	<input type="checkbox"/>	
• Ask for feedback on their critical thinking process and solution.	<input type="checkbox"/>	
• Address the HR Officers questions as identified above.	<input type="checkbox"/>	
• Demonstrate self-reflection capturing 1 example of what they did well and 1 example of what they could improve on.	<input type="checkbox"/>	
• Discuss areas for improvement.	<input type="checkbox"/>	

• Discuss development opportunities for improvement.	<input type="checkbox"/>	
Skills checklist		
Articulates ideas and requirements clearly and persuasively.	<input type="checkbox"/>	
Uses language and approach appropriate to the audience and environment.	<input type="checkbox"/>	
Establishes a connection to facilitate work.		
Participates in an exchange of ideas.	<input type="checkbox"/>	
Elicits the view and opinions of others.	<input type="checkbox"/>	
Demonstrates listening and questioning skills.	<input type="checkbox"/>	
Presents professionally (clean and tidy, neat hair and appropriate business attire).	<input type="checkbox"/>	

Part C: Incorporate improvements

Part C requires you to complete 2 written tasks.

Based on your own self-reflection and the feedback received from the Office Manager and the HR Officers in Part A and Part B above, you are required to:

- Develop your own Personal Development Plan
- Develop a Critical Thinking factsheet for yourself and others.

Task 1: Personal Development Plan

Based on your own self-reflection and the feedback received complete the following Ace Services Personal Development Plan. In your plan outline the skill you are looking to develop and capture 1 short-term improvement activity you will be able to complete to improve this skill.

Implement the short term improvement activity you have identified capturing evidence you have completed it, e.g. a certificate of completion, screenshot, email, confirmation letter, meeting minutes etc.

Assessor instructions: Students must complete the Personal Development Plan template below in line with one critical thinking skill gap and opportunity in line with their feedback and conversations in Part A Task 1 and Part B Task 1 above.


All sections of the template must be completed, including a short description of the skill they hope to improve, how they hope to improve it and the date/s that this activity will be undertaken.

Students must also include evidence they have undertaken and completed the personal development activity they identified. This evidence may include a certificate of completion, screenshot, email, confirmation letter, meeting minutes etc. This evidence must address [partially or completely] the skill to be developed and the personal development activity identified.

In the reflection and next steps students must review their experience and identify if they have achieved the desired level of skill. Students may indicate it did and explain how/why or they may indicate that further development for this skill is required. Either are fine.

Students answers may vary, however they must address all the elements as outlined above.

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PERSONAL DEVELOPMENT PLAN	
PLANNING	
<p>Skill/s to be developed:</p> <p>Identify skill/s you have identified as needing improvement to strengthen your critical thinking.</p> <p>[Word count: Up to 20 words.]</p>	
<p>Personal development activity:</p> <p>Provide details of 1 short-term activity that you will undertake as part of your personal development plan <i>e.g. online training, workshop, reading and research, listening to credible podcast, networking, meeting with a mentor or coach.</i></p> <p>[Word count: Up to 20 words.]</p>	
<p>Scheduled completion:</p>	
IMPLEMENTATION	
<p>Evidence of implementation:</p> <p>Describe the type of evidence you will submit.</p> <p>[Word count: Up to 10 words.]</p>	
<p> <i>Attach a copy or screen shot of any evidence here.</i></p>	
<p>Personal development activity completed date:</p>	
REFLECTION & NEXT STEPS	
<p>Outcome of personal development activity:</p> <p>Was the activity successful in improving the identified skill/s?</p> <p>[Word count: Up to 40 words.]</p>	
<p>Next steps:</p> <p>Do you need to complete further development activities for this skill</p>	

or do you have another skill to move forward on? [Word count: Up to 40 words.]	
Reflection completed date:	

Task 2: Critical thinking skills factsheet

To help promote critical thinking in the workplace, and embed some of your own critical thinking skills, you have been asked by the HR Officer to develop a 1 A4 page factsheet on the key concepts and application to be displayed in the office and shared with all staff.

Before you start, consider the following:

- Who are your target audience?
- What information does the audience need? Consider key concepts and processes needed.
- How should this be presented? Consider use of language, images, colour, font, size etc.

Remember to reference staff to check out the *Ace Services Decision Making Policy and Procedures* for more information [found in the LMS on Assessment 3 page].

You may complete your factsheet in the space provided below – expanding this to a full page as required. Alternatively you may develop this in another system and paste a screen shot of the final factsheet in the space provided below.

Assessor instructions: Students must develop a 1 page factsheet explaining the key concepts and application of critical thinking to be displayed in the office and shared with other staff. The factsheet must make reference to the *Ace Services Decision-Making Policy and Procedure* document for more information.

Students factsheets must be clear and easy to read and use appropriate content and presentation to suit the audience.

Students factsheets will vary, however they must capture the key concepts and application of critical thinking skills and reflect the appropriate purpose and audience considerations in their delivery.

Assessment checklist:

Students must have completed all parts and tasks within this assessment before submitting. This includes:

Part A: Review decision-making processes	
1.	Role play recording with Office Manager <input type="checkbox"/>

Part B: Review and reflect		
1.	Role play recording with HR Officer	<input type="checkbox"/>
Part C: Incorporate improvements		
1.	Personal development plan	<input type="checkbox"/>
2.	Critical thinking skills factsheet	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 3!

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