



BSBCRT411

ASSESSOR GUIDE

Apply critical thinking to work processes

Assessment 3 of 3

Case Study

Version 1.2 November 2023

Assessment Instructions

Task overview

This assessment is divided into three (3) tasks, including roleplays and personal development activities. Read each question and instruction carefully before commencing.

Additional resources and supporting documents

To complete this assessment, you will need:

- A device with recording capability (audio and video)
- Internet access
- Participants
- Assessment 2

Assessment Information

Submission

You are entitled to three (3) attempts at completing this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be answered 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.

Task 1 – Role-play: Critical Thinking in the Workplace

Task 1 requires you to participate in a role-play and submit a video recording as evidence.

In this role-play you must record yourself and one [1] other person discussing the effectiveness of critical thinking that you used in your Assessment 2, where you used critical thinking skills to resolve work issues. In that assessment, you followed a critical thinking process and addressed the following two work limitations (issues):

- The lack of an overtime policy and procedure to guide administration staff working additional hours during the busy end-of-year tax time; and
- The cost of photocopying documents multiple times at tax time.

Role-play Instructions

In Role-play 1, there are two [2] participants:

1. You - continue your role as an administrative assistant at Ace Finance
2. Michelle, your manager at Ace Finance.

The participant playing Michelle may be resourced using one of the following options:

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

If you are unable to find a participant to play the role of the other team member, 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

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

The peer must state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participant

The fellow student 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.

The student 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.

Resources you need

- A device with recording capability (audio and video)
- Internet access
- One [1] participant to role play Michelle
- A quiet indoor location.

Recording instructions

Your role play must be recorded with all participant/s 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.

Please note: This recording is your submission for this assessment task (Task 1).

Save this recording under the following naming convention before submitting it.

yyyy_mm_dd_yourname_BSB CRT411_Task 1 Recording

Task Instructions

Read the scenario, then perform the role play, ensuring:

- the role play video is no more than five (5) minutes in length
- both participants must be present at the one time and visible
- the dialogue with Michelle is a discussion.

SCENARIO

Your manager, Michelle, is impressed with how you resolved two work limitations and the solutions you came up with. Michelle has organised a short meeting with you. In this meeting, she would like to explore the following:

- how you found the experience of resolving the work practice issues using critical thinking
- how decisions are made in your office.

Information for student

Based on the scenario provided you must:

- answer the two (2) questions Michelle asks you
- describe the benefits of applying critical thinking practices in the workplace
- review decision-making practices in the workplace
- express ideas persuasively
- use appropriate communication style suitable for your audience
- use a communication style to promote teamwork.

Prior to the meeting

Before you start the video, make sure that you have briefed the other participant, provided them a copy of the scenario and that they are aware of their role in the video and the questions they will be asking.

Role outline for participant playing Michelle

SCENARIO

Your manager, Michelle, is impressed with how you resolved two work limitations and the solutions you came up with. Michelle has organised a short meeting with you. In this meeting, she would like to explore the following:

- how you found the experience of resolving the work practice issues using critical thinking
- how decisions are made in your office.

Instructions for the participant role-playing Michelle

You are playing the role of Michelle, a manager at Ace Finance. Before the role-play meeting, read through the scenario

During the meeting you must ask the student the following two [2] questions:

- a. What benefits have you found by applying critical thinking practices in the workplace?
- b. How do you and others in your work area make decisions?

The candidate must demonstrate the following during the role-play meeting:

Answer two questions.

Describe the benefits of applying critical thinking practices in the workplace.

Review decision-making practices in the workplace.

Express ideas persuasively.

Use appropriate communication to suit the purpose of the meeting and the audience.

Use a communication style to promote teamwork.

Assessor Observation Checklist (Role-play Task 1)

Observation Checklist: Role-play

Students are required to upload a video of themselves and one [1] other participant engaged in a short meeting.

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

The meeting should be a maximum of 5 minutes.

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

Activity	Satisfactory Yes /No	Assessor Comment
Follow the instructions provided and participate in a verbal exchange		
Answer two questions from Michelle. What benefits have you found by applying critical thinking practices in the workplace? <ul style="list-style-type: none">• Response will vary based on your students own reflection of the benefits of applying critical thinking practices in the workplace.		

<p>How do you and others in your work area make decisions?</p> <ul style="list-style-type: none"> • Response will vary based on how students and others in their work area make decisions. 		
<p>Describe the benefits of applying critical thinking practices in the workplace.</p> <p>For example, the student may discuss:</p> <ul style="list-style-type: none"> • It encourages you to observe different situations and weigh all possible results before deciding. • It looks beyond a specific step in the decision-making process. • It brings new ideas to the table and promotes creativity. • It helps you move past the familiar or routine. 		
<p>Review decision-making practices in the workplace.</p> <p>For example, the student may discuss:</p> <ul style="list-style-type: none"> • Identifying the decision-making practice. • Gathering information on the decision-making practice. • Identifying the pros, cons, and risks that come with the practice. 		
<p>Express ideas persuasively.</p> <p>For example the student may:</p> <ul style="list-style-type: none"> • Use plain English • Engage in active listening • Support point of view with examples • Minimise information overload. 		
<p>Use appropriate communication to suit the purpose of the meeting and the audience.</p> <p>For example the student may:</p> <ul style="list-style-type: none"> • Understanding the purpose of the role play and tailoring their communication approach accordingly. • Considered Michelle’s role and adapted their communication style to suit her understanding and needs. • Uses language and terminology understood by the audience. • Create an environment that encourages active participation from Michelle. 		
<p>Use a communication style to promote teamwork.</p>		

<p>For example the student may:</p> <ul style="list-style-type: none">• Create an environment that encourages active participation from Michelle.• Practice active listening by giving their full attention to Michelle when she is speaking.		
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Task 2 – Role-play: Developing a Critical Thinking Mindset

Task 2 requires you to participate in a role-play and submit a video recording as evidence.

In this role-play you must record yourself and two (2) others seeking feedback on your critical thinking skills.

You will play the character of the administrative assistant, and the other two (2) people will play the role of your manager, Michelle, and the role of the Office Manager.

In this role-play 2, there are three (3) participants:

1. You - continue your role as an administrative assistant at Ace Finance
2. Michelle, your manager at Ace Finance
3. The Office Manager at Ace Finance.

The participants playing Michelle and the Office Manager may be resourced using one of the following options:

1. Peers who you are already working within the industry your qualification relates to.
2. Fellow students who will play the role of Michelle and the Office Manager. Please contact your fellow students via the Discussion Forum and directly coordinate your role play with them.

If you are unable to find participants to play the role of Michelle or the Office Manager, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another students to complete this task.

Option 1: Peer participant

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

The peer must state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participant

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

The 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.

Resources you need

- A device with recording capability [audio and video]
- Internet access
- Two (2) participants to role play Michelle and the Office Manager
- A quiet indoor location.

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.

Please note: This recording is your submission for this assessment task (Task 2).

Save this recording under the following naming convention before submitting it.

yyyy_mm_dd_yourname_BSBCRT411_Task 2 Recording

Task Instructions

Read the scenario, then perform the role-play, ensuring:

- the video is no more than ten (10) minutes in length
- the dialogue with Michelle and the Office Manager is a discussion
- all participants must be present at the one time and visible.

SCENARIO

Your manager, Michelle, has organised a short meeting with you and the Office Manager to:

- determine how you feel about your level of critical thinking
- provide feedback on your critical thinking skills
- identify areas for your self-development in relation to critical thinking.

Information for student

Based on the scenario provided, participate in a group discussion with Michelle, your manager at Ace Finance and the Office Manager at Ace Finance.

During the meeting:

- Participate in a verbal exchange of ideas and elicit the views and opinions of others by answering the following question from Michelle and the Office Manager, *'How do you feel about your level of critical thinking skills?' and 'Can you provide some examples of how you applied critical thinking?'*
- Seek feedback and opportunities to improve your own critical thinking skills and understanding by asking the following question, *'Are there any specific areas where you think I can improve my critical thinking?'*
- Identify areas for self-development in relation to own job role by asking the following question, *Do you have any suggestions for improving my skills and knowledge in critical thinking?'*
- Describe the benefits of applying critical thinking practices in the workplace.

Ensure that your communication style is suitable for your audience and establishes a friendly atmosphere.

Prior to the meeting

Before you start the video, make sure that you have briefed the two other participants and that they are aware of their role in the video and provide them with the script.

Instructions for the participant role-playing Michelle

You are playing the role of Michelle, a manager at Ace Finance. Before the role-play meeting, read through the scenario

During the meeting, please adhere to the following script, which includes asking the student the specified question and responding using one of the suggested responses.

SCRIPT

Michelle: How do you feel about your level of critical thinking skills?

Student: *[Respond based on your own reflection of how you resolved the problems presented to you in Assessment 2.]*

Student: Are there any specific areas where you think I can improve my critical thinking?

Michelle [Select one of the following responses]:

- I think you could improve your skills by keeping an open mind when looking for solutions.
- You often try to make decisions on your own. Taking a team approach could be beneficial.
- I feel that you foster a positive team environment; however, at times, your questions could be more thoughtfully put together.

The candidate must demonstrate the following during the role-play meeting:

Follow the instructions provided and participate in a verbal exchange exchange of ideas and elicit the views and opinions of others by listening and questioning.

Ask and answer a question from Michelle

Describe the benefits of applying critical thinking practices in the workplace.

Seek feedback and opportunities to improve their own critical thinking skills and understanding.

Identified areas for self-development in relation to own job role.

Ask and answer a question from the Office Manager

Instructions for the participant role-playing The Office Manager at Ace Finance

You are playing the role of the Office Manager at Ace Finance. Before the role-play meeting, read through the scenario

During the meeting, please adhere to the following script, which includes responding using one of the suggested responses and asking the student the specified question.

SCRIPT

Student: Do you have any suggestions for improving my skills and knowledge in critical thinking?

Office Manager [Select one of the following responses]:

- There are many professional development workshops available
- Find a professional mentor or coach to help guide you as you are developing and strengthening these skills
- Develop a plan for ongoing self-evaluation to identify areas for improvement

Office Manager: Can you provide some examples of how you applied critical thinking?

Student: Demonstrate you can reflect on your own performance by giving one [1] example of what you believe you did well and one [1] example of where you can improve your critical thinking skills.

Assessor Observation Checklist (Role-play Task 2)

Observation Checklist: Role-play

Students are required to upload a video of themselves and two [2] other participant engaged in a short meeting.

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

The meeting should be a maximum of 10 minutes.

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

Activity	Satisfactory Yes /No	Assessor Comment
Follow the instructions provided and participate in a verbal exchange		
Participate in a verbal exchange of ideas and elicit the views and opinions of others by listening and questioning. For example: <ul style="list-style-type: none"> • Actively listening • Asking open-ended questions • Reflecting and paraphrasing • Seeking clarification Summarising what other participants are saying.		
Describe the benefits of applying critical thinking practices in the workplace. For example, the student may discuss: <ul style="list-style-type: none"> • It encourages you to observe different situations and weigh all possible results before deciding. • It looks beyond a specific step in the decision-making process. • It brings new ideas to the table and promotes creativity. • It helps you move past the familiar or routine. 		
Seek feedback and opportunities to improve your own critical thinking skills and understanding.		

<p>For example the student may:</p> <ul style="list-style-type: none"> Engaging in conversations with Michelle and the Office Manager and articulating: <ul style="list-style-type: none"> how they feel about their level of critical thinking skills any specific areas they think they can improve their critical thinking skills Asking Michelle and the Office Manager if they have any suggestions for improving their skills and knowledge in critical thinking. 		
<p>Identified areas for self-development in relation to own job role.</p> <p>For example, demonstrate they can reflect on their own performance by providing an example of:</p> <ul style="list-style-type: none"> What they believe they did well Where they can improve their critical thinking skills.. 		

Task 3 – Workplace documents and development plan

Part A

Create one (1) workplace document to promote critical thinking skills, e.g. Poster, PowerPoint presentation, email or fact sheet.

Who is the target audience?

What format have you selected and why? (maximum 50 words).

Submit your document as a separate file along with your assessment. Ensure your document is appropriate for the audience.

Assessor Marking Guide

The student's document will vary; however, content, style, tone and format must be appropriate for the target audience.

Part B

Plan a personal development activity to improve your critical thinking skills. Complete the template below. Evidence of completion must be submitted as part of this task, e.g. *certificate, screenshot, email, confirmation letter, meeting minutes*

Personal Development Plan			
Skill to be developed: <i>Identify what skills you have identified as needing improvement to strengthen your critical thinking.</i>			
Personal development activity: <i>Provide details of at least one (1) activity that you will undertake as part of your personal development plan e.g. online training, workshop, reading and research, listening to credible podcast, meeting with a mentor or coach.</i>			
Evidence of implementation: <i>Describe the type of evidence you will submit.</i>			
Planned date:		Actual Date:	
Factors which affected the implementation of the personal development activity			
Reflection on the outcome of completing the personal development			
How will you monitor ongoing improvements and future review?			

Date for future review

Assessor Marking Guide

Students must submit their completed personal development plan and complete at least one (1) personal development activity.

Ensure that all sections of the template are completed.

Although contents of submission will vary, for satisfactory performance, the personal development plan must include the following:

- Actual date of implementation of the personal development activity
- Actual outcome of the implementation of the personal development activity
- Factors which affected the implementation of the personal development activity
- Review date to reassess improvements to practice

The information included in the plan must align with the student's response to how they described their own level of critical thinking skills in Task 1 and Task 2.

Students must submit evidence of implementing their plan e.g., *certificate, screenshot, email, confirmation letter, meeting minutes*.

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