



BSBCRT411

ASSESSOR GUIDE

Apply critical thinking to work processes

Assessment 3 of 3

Case Study

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 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.

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

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

The role-play requires you to 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.

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.

Reasonable adjustment

If you are unable to find a participant to play the role of your Michelle, your manager at Ace Finance, please advise your trainer, who will discuss options to complete this task.

Resources you need

- A device with recording capability (audio and video)
- Internet access
- One (1) participant for your role play
- A quiet indoor location.

Role play instructions

The role play/meeting must include at least number two (2) participants and must not exceed five (5) minutes in duration.

In this task you will participate in a role-play meeting with one other person. They 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. 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 Michelle, contact your assessor via the Discussion Forum who will discuss options for pairing up with another students to complete this task.

Option 1: Peers participant

Should you complete this task with your Peer, you must fully brief the participant, 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.

Peers will need to 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 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.

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 their name and job title to inform consent.

“This session/presentation is being recorded for assessment purposes for my course with Colab. 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.

SCENARIO

Your manager, Michelle, is impressed with how you resolved two (2) 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, answer the two (2) questions Michelle asks you. Ensure that your communication style is suitable for your audience and establishes a friendly atmosphere.

Before you start the video, make sure that you have briefed the other participant, provided them with a copy of the scenario, and that they are aware of the role they will play in the video (Michelle) and the questions they will ask.

Information for participant playing Michelle

You are playing the role of Michelle, a manager at Ace Finance. During the role-play 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?

Assessor Marking Guide

If a student is unable to find a participant to conduct the role play, you might arrange for one of the following people to enable the assessment to be completed:

- assessor
- trainer
- faculty staff, including student support team members
- other students.

MARKING CRITERIA	Satisfactory (S)	Not Yet Satisfactory (NYS)
During the role-play, you must: Student role plays will vary, but their videos must demonstrate the following.		
Follow the instructions provided and participate in a verbal exchange	<input type="checkbox"/> S	<input type="checkbox"/> NYS
Answer two questions from Michelle. What benefits have you found by applying critical thinking practices in the workplace? How do you and others in your work area make decisions?	<input type="checkbox"/> S	<input type="checkbox"/> NYS
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. 	<input type="checkbox"/> S	<input type="checkbox"/> NYS
Review decision-making practices in the workplace. For example, the student may discuss: <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. 	<input type="checkbox"/> S	<input type="checkbox"/> NYS
Express ideas persuasively. For example: <ul style="list-style-type: none"> • Use plain English • Engage in active listening • Support point of view with examples • Minimise information overload. 	<input type="checkbox"/> S	<input type="checkbox"/> NYS
Use appropriate communication to suit the purpose of the meeting and the audience. For example: <ul style="list-style-type: none"> • Understanding the purpose of the role play and tailoring their communication approach accordingly. 	<input type="checkbox"/> S	<input type="checkbox"/> NYS

<ul style="list-style-type: none"> • 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:</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. 	<input type="checkbox"/> S	<input type="checkbox"/> NYS

Task 2 - Role-play 2: Developing a Critical Thinking Mindset

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

The role-play requires you to record yourself and two (2) others **participants** 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 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.

Reasonable adjustment

If you are unable to find people to play the roles of Michelle and the office manager, contact your trainer, who will discuss options for pairing up with other students to complete this task.

Resources you need

- A device with recording capability (audio and video)
- Internet access
- Two (2) participants for your role play
- A quiet indoor location.

Role play instructions

The role play/meeting must include at least number three (3) participants and must not exceed five (5) minutes duration.

In this task you will participate in a roleplay meeting with others. These may be resourced 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 Michelle and 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 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/s participant

Should you complete this task with your Peers, you must fully brief all participants, 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.

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

Option 2: Fellow student/s participant

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.

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 their name and job title to inform consent.

“This session/presentation is being recorded for assessment purposes for my course with Colab. 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.

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.

In this meeting, ask the following two (2) questions, to which participants will provide one of the following responses to stimulate a conversation.

Information for student

Based on the scenario provided, participate in a group discussion using the script provided. Ensure that your communication style is suitable for your audience and establishes a friendly atmosphere.

Before you start the video, make sure that you have briefed the two other participants, provided them with a copy of the scenario and that they are aware of their role in the video (your manager, Michelle or the role of the office manager) and provide them with the script.

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.

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 Marking Guide

If a student is unable to find two (2) participants to conduct the role play, you might arrange for one of the following people to enable the assessment to be completed:

- assessor
- trainer
- faculty staff, including student support team members
- other students.

MARKING CRITERIA

During the role-play, you must:

Student role plays will vary, but their videos must demonstrate the following.

Follow the instructions provided.

Participate in a verbal exchange of ideas and elicit the views and opinions of others by listening and questioning.

For example:

- 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:

- 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.

For example:

- Engaging in conversations with Michelle and the Office Manager and articulating:
 - 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.

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

For example, demonstrate they can reflect on their own performance by providing an example of:

- 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*.

Congratulations you have reached the end of this Assessment!

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