



BSBCRT411

Apply critical thinking to work practices

Assessment 4 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 Document
- Access to Assessments 1 and 2
- Access to your learning material



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.

John Lewis was impressed with how you resolved two work limitations and the solutions you came up with. John has organised a short meeting with you. In this meeting, he would like to explore how you found the experience of resolving the work practice issues using critical thinking.

Activity 1

You will need to participate in a meeting with John Lewis. During your meeting, you will need to demonstrate:

- followed the instructions provided
- answered the two questions from John
- described benefits of applying critical thinking practices in the workplace
- reviewed decision-making practices in the workplace
- expressed ideas persuasively
- used appropriate communication to suit the purpose of the meeting and the audience
- used a communication style to promote teamwork
- participated in a verbal exchange

Assessor instructions: Students must participate in a role play with one (1) other following the role play instructions below.

Role play instructions

In this task, you will participate in a role/play meeting with one (1) other. 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:
 - *What benefits have you found by applying critical thinking practices in the workplace?*
 - *How do you and others in your department make decisions?*

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

Students are required to upload a video of themselves and one (1) other 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 10 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

Did the student follow the instructions provided?				
Did the student answer the two questions from John?				
Did the student describe the benefits of applying critical thinking practices in the workplace?				
Did the student review decision-making practices in the workplace?				
Did the student participate in a verbal exchange?				

Skills checklist

Did the student express ideas persuasively?				
Did the student use appropriate communication to suit the purpose of the meeting and the audience?				
Did the student use a communication style to promote teamwork?				

Case study

John Lewis, the Studio Manager, has organised another short meeting with yourself and the CEO, Alan Smith 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

Activity 2

You will need to participate in a meeting with John Lewis. During your meeting, you will need to demonstrate that you:

- followed the instructions provided
- answered the two questions from John and Alan
- when responding to Alan's question, "Can you provide some examples of how you applied critical thinking?" you demonstrated you could 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.
- participated in group discussion, questioning, listening and exchanging ideas and views with others
- reviewed own decision-making practices
- used appropriate communication to suit the purpose of the meeting and the audience
- sought opportunities to improve own skills and understanding by asking the following questions:
 - To Alan: Are there any specific areas where you think I can improve my critical thinking?
 - To John: Do you have any suggestions for improving my skills and knowledge in critical thinking?

Assessor instructions: Students must participate in a role play with two [2] others following the role play instructions below.

Role play instructions

In this task, you will participate in a role/play meeting with two [2] 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:
 - *How do you feel about your level of critical thinking skills?*

Alan Smith, CEO:

- Ask the following questions:
 - *Can you provide some examples of how you applied critical thinking?*

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

Students are required to upload a video of themselves, and two [2] 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 follow the instructions provided?				
Did the student answer the two questions from John and Alan?				
When responding to Alan's question, "Can you provide some examples of how you applied critical thinking?" did the student demonstrate you could 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?				
Did the student follow the instructions provided?				
Did the student seek opportunities to improve their own skills and understanding by asking the following questions:				
<ul style="list-style-type: none"> • To Alan: Are there any specific areas where you think I can improve my critical thinking? 				
<ul style="list-style-type: none"> • To John: Do you have any suggestions for improving my skills and knowledge in critical thinking? 				
Skills checklist				
Did the student participate in group discussion, questioning, listening and exchanging ideas and views with others?				
Did the student review their own decision-making practices?				
Did the student use appropriate communication to suit the purpose of the meeting and the audience ?				

Assessment checklist:

Assessment 2		
1	Activity 1	<input type="checkbox"/>
2	Activity 2	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 4!

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