



BSBWRT411

WRITE COMPLEX DOCUMENTS

ASSESSOR GUIDE

Assessment 3 of 3

Role Play and Submission of Final Documents

Version 1.1 October 2023



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EDUCATION

Assessment Instructions

There are two [2] parts to this assessment:

- **Task 1: Role Play:** This task is a role play in which you will play the role of a Senior Fitness Instructor at Bounce Fitness. A fellow student participant or peer participant working within the industry will play the role of the Bounce Fitness Manager. The role play requires you to discuss your draft documents and PowerPoint Presentation with the Bounce Fitness Manager.
- **Task 2: Submission of final documents.** Rectify your documents based on the Bounce Fitness Manager's feedback and submit the final documents and PowerPoint Presentation for 'approval' in Task 2 (submission of final for grading).

Additional resources and supporting documents

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

- the following documents:
 - the business case you created in Assessment 2 Task 2
 - PowerPoint presentation you created in Assessment 2 Task 2
 - Procedure for caring for and maintaining the floor scrubber created in Assessment 2 Task 2
- the following resources:
 - Internet access
 - A computer with:
 - Zoom, Skype or Teams software
 - PowerPoint
 - A quiet indoor location.

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 SEEK FEEDBACK AND IDENTIFY GAPS IN DRAFTS

Role-play instructions

The role-play/meeting must include at least number 1 participant, must not exceed 15 minutes in duration and must address all elements of the Observation Checklist below.

In this task, you will participate in a role-play/meeting with one other person playing the role of the WHS Committee Member/Fitness Trainer.

This person may be resourced using one of the following options:

1. Peer who you are already working with, in the industry your qualification relates to.
2. A fellow student. Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

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

Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, 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/s 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 student/s 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.

Student/s 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 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. Save the recording as 'BSBWRT411 Role-Play_YourName_DDMMYYYY'.

Include this recording as part of your assessment submission.

TASK 1 – ROLE PLAY SEEK FEEDBACK AND IDENTIFY GAPS IN DRAFTS

The role play requires you to participate in a meeting not exceeding 15 minutes in duration using a peer or fellow student participant.

For this role play you will continue in your role as a Senior Fitness Instructor at Bounce Fitness. Your peer or fellow student participant, who is playing the role of the Bounce Fitness Manager, will meet with you to discuss the draft documents and PowerPoint presentation you created in Assessment 2. During this meeting, you will confirm the information in the draft documents and PowerPoint presentation is cohesive and satisfies their purpose and requirements. The basis of the discussion will focus on:

- Identifying gaps in the required information
- Discussing additional material to add to your drafts
- Identifying revisions to be implemented into your drafts.

Instructions for student

1. Read a recap of the scenario from Assessment 2:

SCENARIO

You are a Senior Fitness Instructor at Bounce Fitness. You have been asked by the Bounce Fitness Manager to write a **business case** to purchase new gym cleaning machines for **each** of the five centres. You have been approved a capital budget of \$50000 which is released through the normal Bounce Fitness purchasing process.

Machines must include:

- Floor scrubber machines
- Heavy duty janitor trollies
- Commercial 3 in 1 shampoo carpet cleaning machine.

You have also been asked to develop a PowerPoint Presentation (for staff) based on the Business Case and a Procedure for Caring for and Maintaining Floor Scrubber.

2. During the role-play, you must:

- Use listening and questioning skills to seek additional information or confirmation the task has been completed to a satisfactory standard by asking the Bounce Fitness Manager the following questions:
 - a. Do you have any suggestions for improving the clarity, professionalism, or overall quality of my documents and presentation?
- follow accepted communication practices and protocols when seeking information or feedback including speaking clearly and using appropriate language for the audience.
- ensure the role-play meeting does not exceed 15 minutes in duration.

You will be provided with feedback from the participant role-playing the manager which you must implement in Task 2 before submitting your final documents and PowerPoint Presentation. Please ensure you take sufficient notes and clarify you have understood the participants' feedback.

Role-play context for the participant role-playing the Bounce Fitness Manager

To prepare for this meeting, please provide the meeting participant with the following scenario and copies of the listed documents.

- The business case draft you created in Assessment 2 Task 2
- PowerPoint presentation draft you created in Assessment 2 Task 2
- Procedure for caring for and maintaining the floor scrubber draft created in Assessment 2 Task 2
- Bounce Fitness Style Guide - BSBWRT411_A1_SAQ_Style Guide_v1

This will allow them to prepare and contribute to the meeting.

SCENARIO

You are a Senior Fitness Instructor at Bounce Fitness. You have been asked by the Bounce Fitness Manager to write a **business case** to purchase new gym cleaning machines for **each** of the five centres. You have been approved a capital budget of \$50,000 which is released through the normal Bounce Fitness purchasing process.

Machines must include:

- Floor scrubber machines
- Heavy-duty janitor trollies
- Commercial 3 in 1 shampoo carpet cleaning machine.

You have also been asked to develop a PowerPoint Presentation (for staff) based on the Business Case and a Procedure for Caring for and Maintaining Floor Scrubber.

Instructions for the participant role-playing the Bounce Fitness Manager

You will play the role of the **Bounce Fitness Manager** and participate in a meeting not exceeding 15 minutes in duration with the student. Before the meeting, please review the following documents:

- The student's business case to purchase new gym cleaning machines for each of the five Bounce Fitness centres
- The student's PowerPoint presentation that summarises the business case for new cleaning machines.
- The Procedure for caring for and maintaining the floor scrubber created by the student
- Bounce Fitness Style Guide, which outlines Bounce Fitness standards for writing, formatting and designing documents.

The student will meet with you to discuss the documents they have created to support their **business case** to purchase new gym cleaning machines for **each** of the five Bounce Fitness centres. During this meeting, you must

- ensure students have included a minimum of one (1) visual or graphic in one of the documents or the PowerPoint Presentation. Please refer to Visuals and Graphics in the Bounce Fitness Style Guide.
- identify at least one gap [for example, data, information, knowledge, or additional materials] that the student must incorporate into each of the two documents and the PowerPoint Presentation by asking the following questions:
 - Explain how you have prepared a well-structured and visually appealing PowerPoint Presentation for staff based on the Business Case.
 - Have you reviewed and edited your documents and presentation for clarity, grammar, and professionalism?

- Does the procedure cover all necessary steps and maintenance aspects for the floor scrubber machines?

Answer the following question the student will ask:

- Do you have any suggestions for improving the clarity, professionalism, or overall quality of my documents and presentation?

Possible feedback to students related to identified gaps
<ul style="list-style-type: none"> • More information on the benefits of machines • More information on conditions of warranties • Maintenance costs • Image/s of recommended machines • Hyperlinks to websites where machines can be purchased • Link to a video demonstration of maintaining equipment • Contact details of suppliers for maintenance issues • Visual or graphic of the key piece of machinery • Flow chart of procedure steps • Manufacturers contact details • Maintenance guidelines • Conditions of warranty • Safety information, for example, Personal Protective Equipment

Please note: The student who is being assessed will be recording this meeting and submitting the recording for assessment.

Observation Checklist		
The student was observed demonstrating the following during their presentation	Observed Y/N	Assessor Comment
Used listening and questioning skills to seek additional information and confirm requirements to complete Task 2 (including feedback suggestions)		
Repeated/paraphrased information to ensure understanding is correct		
Provided relevant responses to questions		
Followed accepted communication practices and protocols when seeking information or feedback from others		

Assessor Instructions

This task aims to review the student's three (3) drafts submitted in Assessment 2 and provide feedback which student must incorporate into the final documents for Task 2. The meeting should be no more than ten (10) minutes.

You must:

- ensure students have included minimum of one (1) visual or graphic (in a document or the PowerPoint Presentation).
- identify at least one gap (for example, data, information, knowledge, or additional materials) that the student must incorporate into each of the two documents and the PowerPoint Presentation). Potential gaps are provided in the following table.

Document	Possible feedback to students related to identified gaps
Business case	<ul style="list-style-type: none"> • More information on benefits of machines • Conditions of warranties • Maintenance costs • Image/s of recommended machines • Hyperlinks to websites where machines can be purchased • Link to a video demonstration of maintaining equipment • Contact details of suppliers for maintenance issues
PowerPoint presentation	<ul style="list-style-type: none"> • More information on benefits of machines • Conditions of warranties • Maintenance costs • Image/s of recommended machines • Hyperlinks to websites where machines can be purchased • Link to a video demonstration of maintaining equipment • Contact details of suppliers for maintenance issues
Procedure	<ul style="list-style-type: none"> • Visual or graphic of key piece of machinery • Flow chart of procedure steps • Manufacturers contact details • Maintenance guidelines • Conditions of warranty • Safety information, for example Personal Protective Equipment

Assessor Marking Guide

Student role play must demonstrate they have:

Criteria	Yes	No
<ul style="list-style-type: none"> • Used listening and questioning skills to seek additional information and confirm requirements to complete Task 2 (including feedback suggestions) - Repeated/paraphrased information to ensure understanding is correct - Provided relevant responses to questions 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Followed accepted communication practices and protocols when seeking information or feedback from others 	<input type="checkbox"/>	<input type="checkbox"/>

TASK 2 – RECTIFY AND FINALISE DOCUMENTS AND POWERPOINT PRESENTATION

In this Task, you will create final versions incorporating Bounce Fitness Manager's feedback from Task 1.

Instructions

1. Address feedback and any gaps or suggestions for additional content provided to you by the participant role-playing the Bounce Fitness Manager in Task 1: Role Play.
2. Use the Microsoft Word 'Comment' function to indicate where feedback has been actioned and issue 'Resolved'.
3. Check your Business Case and Procedure documents, and PowerPoint Presentation and confirm all requirements are met.
4. Save the files to your device as 'Final'. For example:
 - a. T2 Business Case Final_YourName_DDMMYYYY'
 - b. T2 PowerPoint Presentation Template_Final_YourName_DDMMYYYY'
 - c. T2 Procedure Template_Final_YourName_DDMMYYYY'
5. Submit the final Business Case, PowerPoint Presentation and Procedure to your assessor, who will approve your final documents.

Assessor Marking Guide

Student amendments and rectifications may include spelling, punctuation and grammatical errors, a better transition of information, restructuring content. Amendments must include responding to the content gap identified by the assessor in the role play meeting [Task 1: Role Play].

They must demonstrate they have:

Criteria	Yes	No
Saved document or PPT Presentation as 'Final'		
• Document 1 – Business case for new cleaning machines	<input type="checkbox"/>	<input type="checkbox"/>
• Document 2 – PowerPoint Presentation summarising business case	<input type="checkbox"/>	<input type="checkbox"/>
• Document 3 – Procedure for Caring for and Maintaining Floor Scrubber	<input type="checkbox"/>	<input type="checkbox"/>
Incorporated feedback from Task 3		
• Document 1 – Business case for new cleaning machines	<input type="checkbox"/>	<input type="checkbox"/>
• Document 2 – PowerPoint Presentation summarising business case	<input type="checkbox"/>	<input type="checkbox"/>
• Document 3 – Procedure for Caring for and Maintaining Floor Scrubber	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed document and satisfied document purpose and requirements are met		
• Document 1 – Business case for new cleaning machines	<input type="checkbox"/>	<input type="checkbox"/>
• Document 2 – PowerPoint Presentation summarising business case	<input type="checkbox"/>	<input type="checkbox"/>
• Document 3 – Procedure for Caring for and Maintaining Floor Scrubber	<input type="checkbox"/>	<input type="checkbox"/>
Proofread before submission: correct spelling, grammar, and punctuation.		
• Document 1 – Business case for new cleaning machines	<input type="checkbox"/>	<input type="checkbox"/>
• Document 2 – PowerPoint Presentation summarising business case	<input type="checkbox"/>	<input type="checkbox"/>
• Document 3 – Procedure for Caring for and Maintaining Floor Scrubber	<input type="checkbox"/>	<input type="checkbox"/>

Assessment checklist:

Candidates must have completed all activities within this assessment before submitting. This includes:

ASSESSMENT CHECKLIST		
Task 1	Role Play recording	<input type="checkbox"/>
Task 2	a. Task 2 Business Case Final	<input type="checkbox"/>
	b. Task 2 PowerPoint Presentation Template_Final	<input type="checkbox"/>
	c. Task 2 Procedure Template_Final	<input type="checkbox"/>

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