BSBCRT411

MARKING GUIDE

Apply critical thinking to work practices

Assessment 1 of 3

Short answer questions

Task overview

This assessment task comprises of 11 short answer questions. Read each question carefully before capturing your response in the space provided.

Additional resources

To complete this assessment, you will need to access the WHS/ OHS Act for your state or territory.

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.

Briefly explain the meaning of the following critical thinking concepts.

[Approximate word count: 40 words each]

Assessor instructions: Students must provide a short description of the terms below.

Sample answers are provided below. Answers may vary, however students must address the key components of each concept as provided below.

Clarity	Clarity in critical thinking avoids risks of confusion by making the ideas well-thought-out and defined. Clarity is achieved if the critical thinking idea is understood by other people without difficulties.
Accuracy	Critical thinking conveys accuracy if it contains correct and precise ideas, interpretations, processes, and the like to be able to have accuracy. These must be backed up by facts, and they must conform to the truth.
Logicalness	Logicalness is when the critical thinking ideas are mutually supporting one another and the combination of them makes sense. It is achieved when the puzzle pieces fit together.

Question 2

Briefly explain the meaning of the following critical thinking approaches, capturing their key characteristic.

[Approximate word count: 40 words each]

Assessor instructions: Students must provide a short description of the terms below.

Sample answers are provided below. Answers may vary, however students must address the key components of each approach as provided below.

Analysing	Analysing is the separating of thoughts and ideas into different parts. For example, these parts may include an idea's strengths and weaknesses and their different possibilities. Analysing allows you to break down information into more manageable parts and relate each part to another.
Evaluating	Evaluating is making judgments on the value, credibility, or strength of thoughts and ideas. Being impartial and objective is important for evaluation so that the proper judgement can be made. It involves justifying your decision based on information and ideas you have gathered.
Creating	Creating is considered the highest order thinking skill in Bloom's Taxonomy. It focuses on creating new work or putting together learned information in a new way.

Question 3

Explain the value of using the following critical thinking approaches for each of the workplace tasks described.

[Approximate word count: 25 words each]

Assessor instructions: Students must outline the value of the critical thinking approach for each of the scenarios provided.

Sample answers are provided below. Answers may vary, however students must capture the key benefits of each approach as identified.

Approach	Task	Value of the approach
Analysing	To review and resolve complaints from clients to ensure best practice client satisfaction.	Analysing involves breaking down the complaint into parts and examining it methodically so you can understand the situation and the cause of the complaint.
Evaluating	To explain programs with clients to ensure they understand what is involved and know what to expect.	Evaluating involves providing the required information so that clients can make an informed and justified decision.
Creating	To initiate improvements to client services.	Creating relates to the ability to develop new approaches to clients needs in order to improve services offered.

Question 4

List the 6 critical thinking processes as outlined in Bloom's Taxonomy framework. Briefly outline the characteristics of each process.

Assessor instructions: Students must identify Blooms Taxonomy frameworks 6 critical thinking processes and the key characteristics of each.

Answers are provided below. Students answers must reflect the list and characteristics included below.

Process [Word count: 1 word each]		Key characteristics [Approximate word count: 20 words each]
1.	Remembering	Remembering facts and basic concepts e.g. naming, writing, recalling, or describing information that you have read or heard
2.	Understanding	Taking in the information through a series of steps. Being able to classify and interpret concepts or ideas
3.	Applying	Applying learned information to new situations. It includes organising thoughts, asking questions to help you find solutions to a problem
4.	Analysing	Breaking down information or your ideas into smaller parts and seeing how they relate to each other. Drawing connections between ideas
5.	Evaluating	Justifying decisions through learned knowledge
6.	Creating	Creating new processes or putting together learned information in a new way. It could involve developing a new process

Question 5

Identify 5 sources of reliable information relevant to workplace practices. Briefly describe why each of them are considered reliable.

Assessor instructions: Students must identify 5 reliable sources of workplace information and clarify why they are considered reliable.

Sample answers are provided below. Students answers may vary but must reflect a reputable source of information and justification for their assessment of them as reliable.

Source [Word count: Up to 5 words each]		Key characteristics [Approximate word count: 30 words each]
1.	Colleagues	They can provide information, history, feedback and different perspectives regarding the work practice to help you find a solution.
2.	Workplace policies and procedures	The policies and procedures are drafted and agreed by the organisation.
3.	Government websites	Government websites are required to report truthfully and accurately as they reflect the practical application of their programs and policies.
4.	Clients	They can provide feedback, information, and different perspectives regarding work practice. Feedback could be a complaint or a compliment.
5.	Online research	Website can provide current information and different perspectives regarding work practices. It is important that the information is from reputable sites such as a recognised organisation, a university or a known expert in the field.

Question 6

Identify the key components of the Eisenhower Matrix decision-making framework. Provide an explanation and example for each component.

Assessor instructions: Students must identify the Eisenhower Matrix decision-making frameworks, providing a short description and example of each quadrant.

Answers are provided below. Students answers must reflect the framework and descriptions included below, however the examples may vary.

Eisenhower Matrix		
Quadrant [Word count: 1-2 words each]	Explanation [Approximate word count: 40 words each]	Example [Approximate word count: 20 words each]
1. Do first	This quadrant contains all the important tasks that should be accomplished within the day. It contains tasks with urgent deadlines and those that require the most time and energy.	Examples of this include capturing client details and session notes immediately following a session to ensure it is fresh.
2. Schedule	Here, tasks that are considered important, but not-so-urgent are scheduled. This quadrant can be assigned for tasks that can be done at later. You can organise these tasks into your daily/weekly to-do lists to reduce stress.	Examples of this may include planning to complete less urgent tasks such as filing notes at the end of the day.
3. Delegate	This quadrant is reserved for urgent tasks that can be delegated to others. You can assign tasks to your teammates who also have knowledge of what you want to accomplish.	Examples of this may include coordinating patient bookings and group sessions.

4.	Don't do	Lastly, this quadrant contains tasks that are neither urgent nor important. Place tasks that you would consider as low priority here. You can also choose to delete tasks that you should not be doing at all.	Examples of this are cleaning out spam emails and responding to unsolicited emails.

Question 7

Identify the key components of the SPADE decision-making frameworks. Provide an explanation and example for each component.

Assessor instructions: Students must identify the SPADE decision-making framework, providing a short description and example for each part.

Answers are provided below. Students answers must reflect the framework and descriptions included below, however the examples may vary.

SPADE framework			
	Part [Word count: 1-2 words each]	Explanation [Word count: Up to 60 words each]	Example [Word count: Up to 15 words each]
1.	Setting	The setting establishes the tone for your decision. It informs your stakeholders of your intentions about solving your problem. It has three parts: 1. What: defining the problem, objectives and goals 2. When: identifying how long it will take to complete and explaining why it will take this long 3. Why: explaining why your decision matters.	Project or program scoping meeting.
2.	People	This part of the decision-making framework includes those who give input in the decision-making process, those who approve the decision, and those who are responsible for making the call.	This would be the project or program owner or the business Director.
3.	Alternatives	This part refers to how your alternatives are determined and presented.	This could be brainstorming with stakeholders or conducting further research.
4.	Decide	Present your proposal to important stakeholders for feedback so a decision can be made. The proposal can include your selected solution to the work problem.	Stakeholder meeting where the options are presented for feedback.
5.	Explain	Presenting and explaining how your possible solutions might impact the work plan, stakeholders, importance of each option and possible costs etc.	Decision maker meeting where the options are explained and decision is made.

Question 8

Explain the features and limitations of each of the following workplace practices.

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Sample answers are provided below. Students answers may vary but must capture the key features and limitations of the scenarios provided.

Workplace practice [Word count: Up to 5 words each]	Features [Approximate word count: 20 words each]	Limitations [Approximate word count: 20 words each]
Clinicians must ensure clients pay for all treatments before or immediately following a session.	There is a clear expectation around the requirements for payment of services.	If a client cannot make the payment before or on the day they may not receive the care they need.
Support staff will send an email with a confidential survey link to clients after their appointment to collect client satisfaction information.	Client satisfaction information may be collected to understand what is working well and what is not.	Clients may not complete the survey and Clinicians will not know who has due to the anonymity of it.

Question 9

To complete this question, you will need to access the Work Health & Safety Act 2011 or the relevant WHS/ OHS Act for your state or territory.

> **Scenario**
>
> You are a Director at a mental health care facility. You team have expressed concern that there are no formal health and safety processes or consultation happening that they are aware of.
>
> Once of your team members has flagged the following legal requirement with you:
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> "The WHS Act requires a PCBU to consult, cooperate and coordinate activities with all other persons who have a work health or safety duty in relation to the same matter, so far as is reasonably practicable."

Identify the health and safety Act relevant to your State/Territory and list 2 of the consultation requirements you as the PCBU (Business Owner) are responsible for conducting with your team. Briefly explain the relevance of each requirement and how it impacts business owners responsibilities.

Assessor instructions: Students must look up the relevant WHS/ OHS Act for their area and identify legislative requirements related to consulting with employees about work health and safety in the workplace. For each requirement, they must identify how the legislation impacts an owners responsibility.

Key consultation requirements students may reference as set out in the WHS Act include the following.

You must consult with workers when:
- identifying hazards and assessing risks
- making decisions about ways to eliminate or minimise those risks
- making decisions about the adequacy of facilities for the welfare of workers
- proposing changes that may affect the health or safety of workers.

You must also consult with workers when developing procedures for:

- consulting with workers on work health and safety
- resolving work health and safety issues
- monitoring workers' health and workplace conditions, and

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Local WHS/ OHS Act	Legislation [Word count: Up to 20 words each]	Impact on Owners [Word count: Up to 20 words each]

Question 10

Provide a brief explanation and an example of each of the following components of self-evaluation.

[Approximate word count: 60 words each]

Assessor instructions: Students must explain and provide an example of each of the self-evaluation components listed.

Sample answers are provided below. Students answers may vary but must capture the key components of the answers as provided.

Core Values	These are personal traits that include beliefs, ideals, and practices that control how an individuals personal and professional life is carried out. Your core values can guide you in making the right decisions in life. They can also help provide structure in your life. Some examples of core values are creativity, perseverance, honesty, and reliability.
Goals	These are objectives that a person sets and targets to achieve within a fixed timeframe. Your goals can also refer to what you want to achieve in life. For example, a goal may be to be promoted to manager within the next three years.
Accomplishments	These are a person's achievements, they signify completion of a set goal or task. Your accomplishments are positive achievements that you can celebrate. They can come in the form of awards, promotions, and exam results.
Strengths	Strengths refer to skills and knowledge that one develops and perfects over time. They are tasks and activities one does with proficiency, usually at a

	higher level than others. You can think of your strengths as assets that you can use to your advantage. These may be talents, skills, and values that help you do your job well.
Weaknesses	Weaknesses are areas a person does not perform well in. Your weaknesses may also refer to aspects of yourself that you wish to improve. These may be areas you identify for development formally (by attending a course or training) or informally (by conducting your own research or simply practicing).

Question 11

Provide a brief description of each of the following steps involved in personal development.

(Approximate word count: 40 words each)

Assessor instructions: Students must explain each of the self-evaluation components listed.

Sample answers are provided below. Students answers may vary but must capture the key components of the answers as provided.

Self-awareness	Self-awareness involves being aware of different aspects of yourself including traits, behaviours, and feelings. Some ways to increase your self-awareness are to practise mindfulness, active listening and creating space and time for yourself.
Self-knowledge	Self-knowledge is understanding one's own motives or character. It differs from self-awareness because self-knowledge focuses more on knowing why you behave a certain way or why you feel the way you do.
Self-development	Self-development involves setting and achieving goals that may help you improve yourself. This is the continuous development of your knowledge, skills, talents, and competencies to reach your fullest potential.
Self-mastery	Self-mastery is the ability to recognise, understand, and control one's self to move towards one's goals. It focuses on controlling yourself so you can achieve your goals without distractions. It relies on understanding your own capabilities, limitations and awareness of what you need to improve.

Assessment checklist:

Students must have completed all the short answer questions within this assessment before submitting.
This includes:

1	11 short answer questions to be completed in the spaces provided.	☐

Congratulations you have reached the end of Assessment 1!