



BSBCRT311

Apply critical thinking skills in a team environment

Assessment 3 of 3

Project

Assessor Guide



Assessment details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
BSBCRT311	Apply critical thinking skills in a team environment	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Portfolio Questioning Choose an item.	

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 1 of 3 assessments. This assessment requires you to complete 5 tasks and associated questions to test your knowledge and understanding required of this unit. To be assessed as competent, you must correctly complete all tasks in the spaces required. Download your assessment by selecting the document icon below 'Let's begin'. To submit your assessment, upload the completed assessment document as a PDF file.
Supporting documents
To answer some of the questions, you will need to access the following documents:
Files for submission
Submit the assessment document with all tasks completed in the spaces provided.
Submission instructions
<u>PDF File Submissions</u>
Please save all Word documents as PDF files before submitting.
IMPORTANT: Word documents will not be accepted.
Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.
<i>Windows: Word 2013 and newer</i>

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

1. Click the **File** tab
2. Click **Save As**
 - To see the **Save As** dialogue box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save As** type list, click **PDF (*.pdf)**.
 - If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.
 - If the document requires high print quality, click Standard (publishing online and printing).
 - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**.

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Not Yet Satisfactory (NYS).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Assessment Instructions

Task Overview

This assessment activity is divided into five (5) tasks where you are required to generate and present solutions to a workplace problem on at *least two (2) occasions*.

Some questions are made up of multiple parts. Read each question carefully before typing your response in the spaces provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- Access to Microsoft Word and Microsoft Excel
- SmartSolutions Policies and Procedures document available to download from the LMS:
 - SmartSolutions Digital Device user information
 - Code of Practice
 - Work Health and Safety
 - SmartSolutions Style Guide.

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 Learning Platform.

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.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Task 1: Prepare to address workplace problem

To begin this assessment, read the below scenario, then complete the tasks that follow:

Scenario: Reducing office supply waste at SmartSolutions Pty Ltd

As the supervisor of a small team working in the office at SmartSolutions Pty Ltd, you have the authority to implement changes in office supply usage. Your team can establish new protocols for how supplies are ordered and used, including approval processes for printing and copying. The team also has the necessary skills to analyse supply usage and identify areas for improvement.

The company has noticed an increase in office supply waste, particularly in excessive use of paper and ink cartridges. This has caused the costs for office supplies to rise.

Key Issues

- Employees often print multiple copies of documents unnecessarily, and double-sided printing is rarely used.
- Items like pens, paper, and folders are being used inefficiently or discarded after little use.

Instructions

- a. Review the scenario provided and identify one (1) problem that you and your team will investigate. (word count 20-25 words)

Assessor instructions: Benchmark standards of student responses provided below, however students' wording may vary.

Excessive and inefficient use of printing resources, particularly the unnecessary printing of multiple copies of documents and the lack of double-sided printing.

- b. Review SmartSolutions Policies and Procedures available on the LMS and identify two (2) organisational and legislative frameworks and how each relates to the problem you identified in point (a). (word count 100-110 words)

Assessor instructions: Benchmark standards of student responses provided below, however students' wording may vary.

SmartSolutions Environmental Sustainability Policy:

This policy focuses on minimising the environmental impact of business operations. It promotes responsible resource usage, including paper and ink. This relates to the problem as reducing unnecessary printing and encouraging double-sided printing directly supports the company's goals of reducing waste and conserving resources.

Workplace Health and Safety Act (2011) - Resource Management Compliance:

This legislation requires organisations to maintain safe and sustainable practices, which includes proper waste management and resource efficiency. By reducing excessive printing, the team aligns with legal requirements to manage resources responsibly and avoid contributing to environmental hazards caused by unnecessary waste.

- c. Develop a minimum of three (3) open-ended questions to gather insights on *client preferences, client needs, and key features or solutions to the problem* you identified in 1 (a).

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Note: Questions should be encouraging to allow a detailed response, starting with ‘what’, ‘how’, or ‘why’ to invite explanations, be non-directive and promote dialogue.

Assessor instructions: Benchmark standards of student responses provided below, however students’ wording may vary.

Client preferences	<p>Questions should be encouraging to allow a detailed response, starting with ‘what’, ‘how’, or ‘why’ to invite explanations, be non-directive and promote dialogue.</p> <p>For example:</p> <p>For client preferences:</p> <p>"How often do you print documents, and why do you choose to print multiple copies?"</p> <p>"Do you prefer single-sided or double-sided printing? What influences your choice?"</p>
Client needs	<p>For exploring client needs:</p> <p>"What are the main reasons you feel the need to print physical copies instead of using digital alternatives?"</p> <p>"What challenges do you face when trying to reduce paper use in your daily work?"</p>
Key features or solutions to the problem	<p>For key features of the problem:</p> <p>"What specific features would make it easier for you to print fewer copies or encourage you to use double-sided printing?"</p> <p>"How would an automated prompt for double-sided printing or limiting the number of copies help your workflow?"</p>

Task 2 – Consult with stakeholders to develop questions

Task Overview

In this task you are required to consult with key stakeholders using the questions developed from Task 1 (c) to gather information on your identified problem.

Before the role play, familiarise yourself with the following resources:

- Smart Solutions Communication Policy.
- Smart Solutions Stationery Costs Excel spreadsheet

You will need two (2) participants to help you with this role play. Each participant will play the role of:

- x1 Team Leader representing a member from the Marketing Department
- x1 Team Leader representing a member from the Sales Department

Role play instructions

The meeting with your two (2) participants, must not exceed 15 minutes duration and must address all requirements listed under the Key Observation Criteria.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Key Observation Criteria

You will meet with the stakeholders and:

- Familiarise yourself with the Smart Solutions Communication Policy
- Access and familiarise yourself with the Smart Solutions Stationery Costs Excel spreadsheet
- Welcome your participants to the meeting and discuss the problem you have identified using the open ended questions developed in Task 1(c).

Participants' briefing instructions

Participant 1 and Participant 2

You will both be welcomed by the student to the meeting.

The student will discuss the three (3) open-ended questions as outlined in Key Observation Criteria

Possible responses for each may include:

Client preferences

Marketing Supervisor: Physical copies of documents are always printed, especially for meetings or collaborating with the team. Multiple copies are often printed to share with other team members.

Sales Supervisor: Important client documents are printed due to limited computer access during meetings. Hard copies are preferred to distribute in meetings.

Exploring client needs

Marketing Supervisor: At times physical documents are printed for meetings and it is faster to print one sided as double sided printing takes too long.

Sales Supervisor: It is easier to print single copies of documents because there is no need to remember how to set up the double sided printing feature on the printer.

Key Features of the problem

Marketing Supervisor: A preset function for double sided printing would help so it is easier to remember.

Sales Supervisor: A reminder notice on the wall next to the printer before using the printer could help reduce paper wastage and costs.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using an application such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

“This session 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

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

participant/s in this session indicate their consent to be included in this recording by stating their name and the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention, Unit

Code_StudentName_yymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

The student must facilitate a meeting with two (2) participants to gather information on their selected problem.

Use the following Observation Checklist to record your observations while you watch the video. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Observation Checklist: Role-play Task 2			
Task	S	NYS	Comment
<p>The student welcomes the two (2) participants to the meeting and:</p> <p>a. Discussed the three (3) open-ended questions from Task 1(c) relating to the client's preferences, exploring needs and key features of the problem. Questions should be encouraging to allow a detailed response, start with 'what', 'how', or 'why' to invite explanations, be non-directive and promote dialogue.</p> <p>For example: For client preferences:</p> <ul style="list-style-type: none"> "How often do you print documents, and why do you choose to print multiple copies?" "Do you prefer single-sided or double-sided printing? What influences your choice?" <p>For exploring client needs:</p> <ul style="list-style-type: none"> "What are the main reasons you feel the need to print physical copies instead of using digital alternatives?" "What challenges do you face when trying to reduce paper use in your daily work?" <p>For key features of the problem:</p> <ul style="list-style-type: none"> "What specific features would make it easier for you to print fewer copies or encourage you to use double-sided printing?" 	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

<ul style="list-style-type: none"> • "How would an automated prompt for double-sided printing or limiting the number of copies help your workflow?" 			
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Task 3 Evaluate solutions

Task Overview

In this task, you are required to conduct a role-play where you will facilitate a meeting with 2 team members to evaluate solutions for the workplace problem you have identified in the previous task.

Before the role play, familiarise yourself with the following resources:

- Smart Solutions Policies and Procedures (Communication Protocols and the Code of Conduct)

You will need 2 participants to help you with this role-play. Each participant will play the role of your team members.

- Have a clear understanding of the questions developed in Task 1(c) that identify the key issues and challenges related to the problem.
- Share these questions with the team beforehand so they can come prepared with their thoughts and insights.

Role play instructions

The meeting must include at least number 2 participants, must not exceed 30 minutes duration and must address all requirements listed under the Key Observation Criteria.

Key Observation Criteria

During the role-play, you will be required to welcome your participants to the meeting and:

- Consult with your team members and identify 2 critical thinking methods to come up with solutions to the identified problem.
- Collaborate with your team to come up with at least 2 potential and practical solutions, based on your team's knowledge and experience to create a shared solution.
- Provide a brief explanation of the steps and reasoning that led to each solution.
- Discuss how your team will work together and how different ideas are combined to form solutions.
- Decide on the criteria to evaluate each solution and apply the agreed criteria to your solutions, choosing the one that best fits.
- Review the chosen solution with your team and discuss any potential challenges or improvements.
- Finalise the solution and explain why it is the best choice for implementation.

Participant information

During the role play, you will demonstrate your skills in interacting with both participants. Participants in your role play who may be:

1. friends or family members; or
2. fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Participants' briefing instructions

Participant 1 and 2

- Listen to the student who will discuss their two (2) questions from point (c) which have been shared with you earlier.
- The student will identify and discuss 2 critical thinking methods and work through their identified problem.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using an application such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

"This session 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 the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention, Unit Code_StudentName_yymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

The student must identify two critical thinking methods, propose two practical solutions, and evaluate them using agreed criteria, finalising the best option with clear reasoning. Use the checklist to record observations and provide feedback; note specific areas needing improvement if criteria aren't met.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Observation Checklist:

Role-play

Task 3

Task	S	NYS	Comment
<p>a. Consult with your team members and identify 2 critical thinking methods to come up with solutions to the identified problem. Suggested two (2) different approaches (e.g., brainstorming or root cause analysis) to analyse and solve the problem.</p> <p>Brainstorming:</p> <ul style="list-style-type: none"> It lets everyone share their ideas freely, which can lead to creative solutions. <p>Root Cause Analysis:</p> <ul style="list-style-type: none"> It helps find the main reasons for the problem, so the team can fix it for good, not just temporarily. 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. Collaborated with the team to come up with at least 2 potential and practical solutions, based on your team's knowledge and experience to create a solution.</p> <ul style="list-style-type: none"> Actively listened to team members, encourage their input, and built on their ideas to create a shared solution. 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>c. Provide a brief explanation of the steps and reasoning that led to each solution.</p> <ul style="list-style-type: none"> Clearly articulated ideas and proposed solutions. Provided concise and logical explanations for chosen solutions, e.g. <p>Solution 1: Implement Double-Sided Printing</p> <ul style="list-style-type: none"> Steps: Discuss the current printing practices with the team. Identify that most documents are printed on one side only. Research and find that double-sided printing can reduce paper usage by 50%. Propose a policy that encourages double-sided printing as the default setting for all documents. Reasoning: Using double-sided printing reduces paper waste, which lowers costs for supplies. This simple change can significantly impact overall usage without requiring additional resources or training. 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>d. Discussed how the team will work together and how different ideas are combined to form the solutions.</p> <ul style="list-style-type: none"> Worked with the team to set clear criteria (e.g., cost-effectiveness, ease of implementation) and 	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

use them to evaluate and agree on the best solution.			
e. Decided on the criteria to evaluate each solution and apply the agreed criteria to their solutions, choosing the one that best fits. <ul style="list-style-type: none"> Analysed options to choose the best solution (e.g. create a new printing policy) Decides on criteria to evaluate solutions. Applies the agreed criteria to the solutions and selects the best option. 	<input type="checkbox"/>	<input type="checkbox"/>	
f. Reviewed the chosen solution with your team and discuss any potential challenges or improvements. <ul style="list-style-type: none"> Proposed practical and innovative solutions based on available information. Addressed potential challenges and suggested improvements. 	<input type="checkbox"/>	<input type="checkbox"/>	
g. Finalise the solution and explain why it is the best choice for implementation. <ul style="list-style-type: none"> Reviewed all solutions and chose the one that solves the problem best. 	<input type="checkbox"/>	<input type="checkbox"/>	

Task 4: Finalise and review solution development process

Task Overview

This part of the task requires you to conduct a simulated role play with 2 key stakeholders to finalise and review your developed solution.

You will need 2 peers to help you with this role play. Each peer will play the role of:

- X1 Executive Director representing a member from the Executive Management Division
- X1 Managing Director representing a member from the Executive Management Division

Role play instructions

The presentation must include at least number 2 participants, must not exceed 30 minutes duration and must address all requirements listed under the Key Observation Criteria.

Key Observation Criteria

During the role-play, you will be required to welcome your participants to the meeting and:

- Conduct an oral presentation to your stakeholders
- Discuss your chosen solution and explain the critical thinking steps you took to generate a solution.
- Listen carefully to any questions or concerns and respond to any challenges presented from your stakeholders

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Participant information

During the role play, you will demonstrate your skills in interacting with both participants. Participants in your role play who may be:

1. friends or family members; or
2. fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Participants' briefing instructions

Participant 1 and Participant 2

As the student is presenting to you provide feedback by asking them at least 1 of the following questions each:

1. What specific steps will we take to ensure everyone follows the new printing policy?
2. How will we measure the success of the solutions that have been decided?

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using an application such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

"This session 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 the role they are going to play."

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention, Unit

Code_StudentName_yymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

The student will conduct an oral presentation for stakeholders about their chosen solution and the critical thinking steps involved. They should listen to questions and concerns, addressing any challenges.

Use the Observation Checklist to record observations during the video; provide general comments for fully met criteria and specific, constructive feedback for any that need re-submission.

Observation Checklist: Role-play Task 4			
Task	S	NYS	Comment
a. The student conducted an oral presentation to your stakeholders. <ul style="list-style-type: none"> Spoke clearly and confidently Maintained eye contact throughout their oral presentation 	<input type="checkbox"/>	<input type="checkbox"/>	
b. Discussed their chosen solution and explain the critical thinking steps you took to generate a solution. <ul style="list-style-type: none"> Explained steps taken when generating a solution, e.g. states the problem, collects data and facts, brainstorms ideas, evaluates the options, chose and implemented the solution. 	<input type="checkbox"/>	<input type="checkbox"/>	
c. Listened carefully to any questions or concerns and respond to any challenges presented from your stakeholders <ul style="list-style-type: none"> Used active listening skills, focusing on the participants asking questions. Addressed their question with a clear explanation Responded to challenges by presenting solutions. For example: Response to: "What specific steps will we take to ensure everyone follows the new printing policy?" Facilitate a training session to explain the policy, distribute a clear guideline document to all stakeholders. Response to: "How will we measure the success of the solutions we've decided on?" Measure success by tracking reductions in paper 	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

and ink usage, conducting regular audits, and reviewing quarterly office supply costs.			
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Task 5: Review and identify lessons learned

Task Overview

This part of the task requires you to conduct a simulated role play with 2 team members to review the critical feedback with your team that was provided in your stakeholder consultation.

You will need 2 peers to help you with this role play. Each peer will play the role of two (2) of your team members.

Role play instructions

The presentation must include at least number 2 participants, must not exceed 15 minutes duration and must address all requirements listed under the Key Observation Criteria.

Key Observation Criteria

Welcome your team to the meeting and:

- a. Review and share the feedback received from stakeholders, including your responses and evaluate it to identify key personal and team learnings.
- b. Determine specific critical thinking learnings that can be applied to both individual tasks and team situations
- c. During your meeting work through, record submit the outcomes of your review session by completing all sections of Appendix 1 - Lessons Learned Template.

Upon completion of the Appendix 1 Template, close the meeting.

Participant information

During the role play, you will demonstrate your skills in interacting with both participants. Participants in your role play who may be:

1. friends or family members; or
2. fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Participants' briefing instructions

Participant 1 and Participant 2

During the team meeting you will interact with the student to:

- Review the feedback received from management and evaluate it to identify key personal and team learnings. For instance: Listen carefully, paying close attention to the student's presentation and the feedback given from management.
- Agree with the critical thinking learnings that have been determined by the student.
- Work with the student (agree with them) in completing Appendix 1 Lessons Learned Template.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using an application such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

"This session 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 the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention, Unit Code_StudentName_ymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

The student should evaluate stakeholder feedback to identify key lessons and critical thinking skills for individual and team improvement.

Use the following Observation Checklist to record your observations while you watch the video. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Observation Checklist: Role-play Task 5			
Task	S	NYS	Comment
a. Discuss and review the feedback received from stakeholders and evaluate it to identify key personal and team learnings.	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

<ul style="list-style-type: none"> • Raised feedback from the stakeholder meeting and how they responded. • Key personal learnings can include improved communication skills, stronger critical thinking skills, improved problem-solving skills. • Team learnings can include stronger communication with the team, collective problem solving and gaining insights of the effectiveness of team work. 			
<p>b. Determine specific critical thinking learnings that can be applied to both individual tasks and team situations.</p> <ul style="list-style-type: none"> • Examples include: <ul style="list-style-type: none"> ○ Break down problems Split complex issues into smaller parts for easier understanding. ○ Question assumptions Challenge existing beliefs to find new solutions. ○ Check evidence Assess the reliability of information before deciding. ○ Brainstorm solutions Come up with multiple ideas for solving problems. ○ Weighing up options Consider the pros and cons of each choice. 	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix 1 – Lessons Learned Template

Complete all sections of the following template once you have completed your Role Play. (Word count: 200-220 words in total)

Assessor note: Student must complete all sections of the template. Benchmark exemplar is provided, however student wording may vary.

Lessons Learned Template	
Project/Meeting: Team Feedback Review Session	Date: Today's Date
Stakeholder feedback summary	<ul style="list-style-type: none"> • There has been an increase in office supply waste, particularly in the excessive use of paper and ink cartridges. • Employees are printing multiple copies unnecessarily, and double-sided printing is underutilised.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

	<ul style="list-style-type: none"> Office supplies like pens, paper, and folders are being discarded after minimal use.
Key personal and team learnings	<ul style="list-style-type: none"> Personal Learning: Understanding the significance of instilling a mindset of resource conservation within the team to promote cost-efficiency and sustainability. Team Learning: Realising the need to involve all employees in waste reduction strategies and the importance of enforcing new protocols for the sustainable use of office supplies.
Critical thinking learnings	<p>Individual tasks:</p> <ul style="list-style-type: none"> Analysed usage patterns for supplies and identified areas where waste could be reduced, such as limiting unnecessary printing and encouraging digital document sharing. Proposed implementing approval processes for printing jobs that exceed a certain number of pages or require multiple copies. <p>Team situations:</p> <ul style="list-style-type: none"> Applied critical thinking to develop a strategy for creating more awareness around efficient use of office supplies, such as using reminder posters near printers and supply cabinets. Discussed ways to engage the team in reducing waste, such as assigning responsibility for monitoring supply usage or setting monthly targets for reduction.
Opportunities for improvement	<ul style="list-style-type: none"> Printing efficiency: Set double-sided printing as the default for all office printers and limit colour printing to necessary documents only. Supply management: Implement an approval process for ordering new supplies, ensuring items are used fully before replacements are requested. Employee awareness: Provide training or workshops to encourage employees to be more mindful about office supply use and waste reduction strategies.
Action items	<p>By next review</p> <ul style="list-style-type: none"> Establish and enforce new office supply usage protocols, including mandatory double-sided printing and supply approval processes. Track the usage of supplies over the next few months to monitor improvement. Develop a training program to promote awareness of supply waste and introduce initiatives to encourage sustainable practices in the office.

STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

Assessment submission checklist

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

1	Task 1: Prepare to address workplace problems	<input type="checkbox"/>
2	Task 2: Consult with stakeholders to develop questions	<input type="checkbox"/>
3	Task 3: Evaluate Solutions	<input type="checkbox"/>
4	Task 4: Finalise and review solution development	<input type="checkbox"/>
5	Task 5: Review and identify lessons learned	<input type="checkbox"/>

Congratulations, you have reached the end of Assessment 2 ✓

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STUDENT:

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>