

*Trainer and assessor resource*

## **BSBCRT401 Articulate, present and debate ideas**

**Aspire Version 1.1**



## About this resource

This resource is for trainers and assessors of the unit *BSBCRT401 Articulate, present and debate ideas*. It complements the corresponding *Aspire Learner guide*.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Supporting documents	Sample documents
Student assessment	Student assessment workbook

## Key features of the TAR

- The *Trainer and assessor resource* complements the *Aspire Learner guide*.
- Includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

### Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

### Summative assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.

## Other resources by Aspire

The following Aspire resources are also available to support delivery of this unit.

Resource	General overview
<b>Learner guide</b>	<ul style="list-style-type: none"> <li>Presented in plain English.</li> <li>Uses current industry practice, workplace examples and links to industry documents.</li> <li>Engages students and promotes learning through images, videos and diagrams.</li> <li>Provides workplace examples and topic summaries to sum up the content and consolidate learning.</li> <li>Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.</li> </ul>
<b>eBook</b>	<ul style="list-style-type: none"> <li>Incorporates all features of the learning content in an interactive learner guide.</li> <li>Includes links to video content and activities.</li> <li>Allows students to complete online activities with immediate feedback.</li> </ul>
<b>Online resource</b>	<ul style="list-style-type: none"> <li>Provides all the learning content, activities and final assessment tasks in an online format. It can be accessed by students through a training organisation's learning management system.</li> <li>Includes interactive learning objects to display content.</li> <li>Videos and/or animations are used to further engage the student.</li> <li>Transcripts of audio/video content are available to support learning content.</li> <li>Includes benchmark responses to learning activities so students can check their progress.</li> <li>Includes interactive summative assessment tasks.</li> <li>Has the facility to upload other materials/documents for assessment where required.</li> </ul>
<b>Student assessment workbook</b>	<ul style="list-style-type: none"> <li>This workbook allows the student to complete their final assessment.</li> <li>Written in plain English with clear and concise instructions.</li> <li>Tailored to the student who will be completing assessment using a simulated workplace/classroom environment.</li> <li>Includes an assessment plan that outlines what the student needs to do to complete the assessment, including aspects of the assessment process.</li> <li>An assessment agreement signed by the candidate and the assessor confirms that the student is ready for assessment and has been provided with all relevant assessment information.</li> <li>Cover sheets are provided for each assessment task as evidence of the student's assessment. They also provide clear instructions and feedback from the assessor to the student and any reasonable adjustment.</li> <li>The student is provided with clear instructions on how to complete each assessment task.</li> <li>A record of outcome allows you to record the student's final results for the unit.</li> </ul>

# Assessment task 1: Questions

## Instructions to the assessor

Students' correct responses to the questions show that they have the required knowledge from the unit of competency.

### How do students complete this assessment?

Students must respond to the questions in the spaces provided, and must answer all questions correctly for this task to be completed satisfactorily.

Students need access to the Student assessment workbook or learning management system to complete the questions. As this is an open-book task, students may also need access to a learner guide, the internet and/or other resources to complete the questions.

### What evidence needs to be submitted?

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by handing in written responses, or by sending in typed responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

### When and where do students do the assessment task?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan.

### What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the candidate the option to undertake an oral assessment instead.

You must record the reasonable adjustment and evidence collected in the assessment cover sheet for this assessment. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

### What happens when answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment cover sheet.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

- Logical, succinct and reasonable.
- Successful in producing the desired result.

#### Question 4

Describe **two** techniques to tailor comments to particular audiences.

##### Suggested responses

Responses may include two of the following:

- Be concise: Only include the relevant information about your topic and avoid unnecessary information or irrelevant examples.
- Be thorough: Provide detailed information when relevant to make your points clear.
- Be considerate: Think about the impact your message will have on the audience and how you can help them deal with this.
- Be accurate: Double check your facts before you deliver them and make sure they are in a suitable format for the audience.
- Be clear: Use language that is easy to understand so that your audience is clear about what you want them to do and what the desired results are.
- Be courteous: Show respect to the audience, and establish trust and rapport by being appreciative, thoughtful and respectful.
- Be appropriate: Tailor your message to the audience and always attempt to communicate in their preferred style, not your own.

#### Question 5

Briefly explain the role of storytelling to communicate ideas.

##### Suggested responses

- Storytelling helps to create an emotional connection with the audience.
- A lot of information can be weaved into stories, and you can provoke the audience's enthusiasm.
- People feel moved and inspired by stories because they contain personal, emotional experiences that others can relate to.
- Rather than simply listing the features and benefits of an idea, telling a story can help to relax the audience and put them in a state of attentiveness.
- Storytelling overcomes barriers and allows you to convey your message more effectively.

#### Question 6

Briefly describe **two** key storytelling techniques and explain how they could be used to communicate ideas.

##### Suggested responses

Responses may include two of the following:

**The monomyth ('the hero's journey')**

# Assessment task 2: Project

## Instructions to the assessor

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to articulate, present and debate ideas.

## How do students complete this assessment?

Students must satisfactorily respond to each section of the project, including all parts within each section.

Students need access to the *Student assessment workbook* or learning management system to complete the project as well as a learner guide, the internet and/or other resources.

For the presentation, students may need a suitable room with an LCD projector, and a computer with appropriate software and a USB drive.

Students need supporting documents, such as a presentation evaluation form. Aspire has provided a sample of this document.

You need to ensure the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment.

## Evidence to be submitted

Students need to submit:

- A completed assessment task cover sheet.
- Three typed reports with a reference list. Students need to submit their project evidence by handing in a physical copy or by sending in an electronic copy via email or online submission. Advise students on how they are to submit their responses, and to keep a copy of their submitted work.
- One oral presentation. The presentation must be observed by the assessor and/or provided as a set of slides, screenshots, handouts, video or similar if the assessor is unable to observe the presentation. There must be physical evidence that the presentation took place.

## When and where will this assessment take place?

This project is designed to be undertaken in a workplace or in a classroom. This should be done in consultation with the student's employer, if relevant.

Any part of the assessment that takes place in a simulated environment must reflect the assessment conditions of the unit.

# Project marking guide

**Assessor/supervisor to complete**

## Project scenario

Describe the scenario that the student will complete as part of the project.

--

**Assessor to complete**

## Section 1: Analyse ideas for communicating to others

The student's report shows evidence of the following:	Satisfactory completion	Comments
<b>1. Description of the idea, key themes and key messages:</b>		
a. Presenting information that is clear, concise and structured	<input type="checkbox"/>	
b. Explaining how the idea differs from other ideas in the marketplace or workplace	<input type="checkbox"/>	
<b>2. The key positioning statement:</b>		
a. Defining the customer, problem and how the idea will address the problem in the positioning statement	<input type="checkbox"/>	
b. Stating the positioning statement as a concise, simple, memorable statement that is tailored to the audience	<input type="checkbox"/>	
<b>3. An analysis and description of the target audience, including the audience characteristics and perspectives:</b>		
a. Describing the audience in terms of size, age, sex, diversity, interests, beliefs, values and knowledge of the topic	<input type="checkbox"/>	
b. Analysing and describing the strengths and weaknesses of the audience regarding communication skills and attributes	<input type="checkbox"/>	
<b>4. Description of the skills and attributes needed to communicate and discuss the idea:</b>		
a. Identifying skills to communicate the idea, such as: <ul style="list-style-type: none"> <li>• oral presentation skills</li> <li>• effective body language</li> <li>• listening skills</li> </ul>	<input type="checkbox"/>	

## Formative mapping

*BSBCRT401 Articulate, present and debate ideas*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Analyse ideas for communication to others</b>			
1.1 Distil key themes, messages and positions to aid in clarity of thought and presentation	1A Clarify key themes, messages and positions	1	LC1: Q1
1.2 Reflect on different ways of communicating ideas for different purposes and to different people	1B Communicate ideas for different purposes and people	2	LC1: Q2
1.3 Identify the enabling skills and attributes of individuals who can effectively participate in discussions about ideas	1C Identify skills and attributes needed to effectively discuss ideas	3	LC1: Q4
<b>Element 2: Provoke response and reaction</b>			
2.1 Explore and use different techniques to engage, fascinate and involve others in the process of communication and exchange	2A Use different techniques to engage an audience	5	LC2: Q1
2.2 Explore the ways that storytelling can be used to communicate ideas	2B Use storytelling to communicate ideas	6	LC2: Q3
2.3 Create innovative approaches to different communication challenges	2C Solve communication challenges in innovative ways	7	LC2: Q4
2.4 Be prepared to take risks in the way ideas are presented	2D Take risks when presenting ideas	8	LC2: Q5



# Summative mapping

*BSBCRT401 Articulate, present and debate ideas*

Note: The mapping indicators for Task 2 relate to the project record sheet in the *Student assessment workbook* and to the project marking guide in the *Summative assessment marking guide*.

Unit of competency	Task 1 – Questions	Task 2 – Project
<b>Element 1: Analyse ideas for communication to others</b>		
1.1 Distil key themes, messages and positions to aid in clarity of thought and presentation		P1, P2, P7
1.2 Reflect on different ways of communicating ideas for different purposes and to different people		P6
1.3 Identify the enabling skills and attributes of individuals who can effectively participate in discussions about ideas		P4
<b>Element 2: Provoke response and reaction</b>		
2.1 Explore and use different techniques to engage, fascinate and involve others in the process of communication and exchange		P8
2.2 Explore the ways that storytelling can be used to communicate ideas		P9
2.3 Create innovative approaches to different communication challenges		P10
2.4 Be prepared to take risks in the way ideas are presented		P11
2.5 Identify specific ways to provoke and encourage response in particular individuals or groups		P12
<b>Element 3: Debate and discuss ideas</b>		

# Presentation evaluation form

<b>Presenter:</b> .....  <b>Date:</b> .....  <b>Topic:</b> .....	<b>Evaluator</b>  <input type="checkbox"/> Colleague  <input type="checkbox"/> Manager  <input type="checkbox"/> Other (specify).....
--	---

To what extent did the presentation represent the following features?	Yes	Somewhat	No	Comments
1. Used presentation space, equipment and technology well				
2. Built rapport and engaged with the audience				
3. Provided a clear overview of presentation				
4. Clearly communicated key messages and positioning statement				
5. Presentation was organised and easy to follow				
6. Presenter exhibited a good understanding of the topic				
7. Presenter was well-prepared				
8. Presenter spoke clearly and effectively				
9. Evidence was provided to substantiate ideas and arguments				
10. Used time effectively				
11. Slides/media were used to enhance presentation				
12. Presenter responded effectively and appropriately to audience questions, arguments, comments and criticisms				
13. Presenter involved the audience				
14. Presented a clear and convincing conclusion				
15. Provided time for questions and feedback				

## *Student assessment workbook*

### **BSBCRT401 Articulate, present and debate ideas**



# Final assessment

This final assessment is for the unit *BSBCRT401 Articulate, present and debate ideas*.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has two assessment tasks that you must complete.

## Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Description of task	Due date
1. Questions	The student must correctly answer all eight questions.	
2. Project	There are four sections. The student must show evidence of the following: <ol style="list-style-type: none"> <li>1. Analyse ideas for communicating to others</li> <li>2. Provoke response and reaction</li> <li>3. Debate and discuss ideas</li> <li>4. Reflect on and improve ideas</li> </ol>	

## Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks in this workbook.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

## Assessment task 1: Questions

By correctly completing the project you will demonstrate that you have the required skills and knowledge to articulate, present and debate ideas.

### How to complete this assessment

This is an open-book task – you can use a learner guide, the internet, and other books and resources to assist you if required.

You must answer all questions correctly for this task to be completed satisfactorily.

### What evidence do you need to submit?

You must submit the completed assessment cover sheet and your answers to your assessor, either by handing in written responses, or by sending in typed responses via email or online submission. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

### When and where to do this assessment

This task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Your assessor will tell you what to do, and when your work should be submitted by. You can record this in the assessment plan at the beginning of this workbook.

### What if the assessment is not suitable for your needs?

If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

### What happens if answers are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the questions – your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

**Assessor to complete**

Evidence	Received
Assessment task 1: Question responses	<input type="checkbox"/>

Attempt 1	Attempt 2	Attempt 3
Assessment date:	Assessment date:	Assessment date:
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Please provide feedback and/or record any reasonable adjustments made for this assessment.

If the result is unsatisfactory, please include the arrangements that have been made for reassessment and/or additional training that may be required.

Please also record results and any required resubmissions or reasonable adjustment details in the Record of outcome document.

**Assessor declaration**

*I declare that this assessment has been conducted as per the training organisation's assessment procedures and the instructions provided for this assessment task, and that I have provided appropriate feedback to the student.*

**Assessor name:**

.....

**Assessor signature:**

.....

**Date:**

.....

**Question 7**

Describe the nature and role of risk-taking when presenting and debating ideas.

--

Result

S ☐U ☐**Question 8**

Why is it important to investigate and evaluate creative ways of communicating ideas while making an opportunity pitch?

--

Result

S ☐U ☐

## Cover sheet: Assessment task 2

Unit code	Title
BSBCRT401	Articulate, present and debate ideas

### Student to complete

Student name: ..... Student ID: .....

Submission date: .....

### Student declaration

- I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.
- I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.

Student name: .....

Student signature: .....

Date: .....



# Project record sheet

**Assessor/supervisor to complete**

## Project scenario

Describe the scenario the student will undertake to complete the project.

--

**Assessor to complete**

## Section 1: Analyse ideas for communicating to others

The student's project shows evidence of the following:	S	U
1. Description of the idea, key themes and key messages  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. The key positioning statement  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
3. An analysis and description of the target audience, including the audience characteristics and perspectives  Comments:	<input type="checkbox"/>	<input type="checkbox"/>

# Record of outcome

Unit code	Title
BSBCRT401	Articulate, present and debate ideas

## Assessor to complete

Candidate name:

.....

Assessor name:

.....

Assessor email:

.....

Assessor phone:

.....

Please record the assessment decision for the required assessment tasks for this unit in the summary table below. Task cover sheets should accompany any other assessment evidence and be kept with this record of outcome.

Assessment task	Attempt 1 result	Attempt 2 result	Attempt 3 result	Evidence submitted
Task 1: Questions	<input type="checkbox"/> S <input type="checkbox"/> U Date: .....	<input type="checkbox"/> S <input type="checkbox"/> U Date: .....	<input type="checkbox"/> S <input type="checkbox"/> U Date: .....	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Project	<input type="checkbox"/> S <input type="checkbox"/> U Date: .....	<input type="checkbox"/> S <input type="checkbox"/> U Date: .....	<input type="checkbox"/> S <input type="checkbox"/> U Date: .....	<input type="checkbox"/> Yes <input type="checkbox"/> No

S = Satisfactory U = Unsatisfactory

Note: The candidate is allowed a maximum of three attempts of each assessment task. A satisfactory result must be recorded at least once for each task for a competent result to be recorded below.

## Assessor declaration

*I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.*

## Evidence collected has been confirmed as:

☐ Valid   ☐ Sufficient   ☐ Current   ☐ Authentic

FINAL RESULT
<input type="checkbox"/> Competent <input type="checkbox"/> Not competent

Assessor name:

.....

Assessor signature:

.....

Date:

.....