

Assessment support pack

BSBCRT404 Apply advanced critical thinking to work processes

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *BSBCRT404 Apply advanced critical thinking to work processes*, Release 1. It complements the corresponding *Aspire Learner guide*. The *Assessment support pack* 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.

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

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoints	PowerPoint slides for training purposes

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It 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 in a customisable Excel spreadsheet.

Final 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.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Other resources by Aspire

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

Resource	General overview
Learner guide	<ul style="list-style-type: none">• Presented in plain English.• Uses current industry practice, workplace examples and links to industry documents.• Engages students and promotes learning through images, videos and diagrams.• Provides workplace examples and topic summaries to sum up the content and consolidate learning.• 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.
eBook	<ul style="list-style-type: none">• Incorporates all features of the learning content in an interactive learner guide.• Includes links to video content and activities.• Allows students to complete online activities with immediate feedback.

Cover sheet: Assessment task 1

Unit code	Title
BSBCRT404	Apply advanced critical thinking to work processes

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 signature:

.....

Date:

.....

Assessment task 2: Project

By correctly completing the project you will demonstrate that you have the required skills and knowledge to apply critical thinking to work processes.

You need access to the project instructions to complete this task. As this is an open-book task, you may also access a learner guide, the internet and/or other resources.

Your assessor will explain the arrangements for this assessment, including when it is due and how the project will be conducted.

You must satisfactorily complete all sections of the project and submit these to your assessor. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain your responses if the assessor needs any clarification.

Required resources

You will require access to:

- office equipment, technology, software and consumables required to implement and maintain internal control procedures
- corporate governance documentation required for your role
- organisational operational policies and procedures required for your role.

Evidence

You need to submit a completed assessment task cover sheet and evidence as outlined in the project instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

When and where will this assessment take place?

This project may be undertaken in a workplace, in a classroom or online. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will provide you with the due date, which can be recorded in the assessment plan. Your assessor may also specify the length of time allowed and the expected word count, if applicable.

What if the assessment is not suitable?

If you are unable to complete the project in the way described here, you may need to discuss an alternative method for completing it with your assessor.

Final assessment marking guide

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This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required skills and knowledge to apply critical thinking to work processes.

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

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

Evidence

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 will this assessment take place?

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. You must also specify the length of time allowed and the expected word count for each question, if applicable.

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 student the option to respond to verbal questions instead.

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

What if 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 task cover sheet.

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

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

Third party to complete**Third-party checklist**

During the period of observation, the student has demonstrated the following to the required workplace and legislative standards:	Observation date/s:		
	S	U	N/A
1. Persuading a broad range of stakeholders about the proposal to gain approval for the solution:			
a. Justifying the decision-making process, including explaining the thinking and reasoning that led to the conclusions drawn Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Using a range of communication skills to persuade the audience and show understanding of the topic and concepts Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback/overall comment:			

S=Satisfactory U=Unsatisfactory N/A= Not applicable/observed

Name of third party:

.....

Name of organisation:

.....

Phone no:

.....

Email address:

.....

**Relationship to student
(Please indicate your position
in the organisation):**

.....

Third-party confirmation:

- I confirm that I have had an opportunity to discuss requirements of this task with the assessor.
- I confirm that the student completed the above tasks to an acceptable workplace standard without assistance.
- I have provided the student with access to organisational documents such as policies and procedures, if required.
- I agree to provide clarification to the assessor and supporting information if requested.

Signed: _____ Date: _____