



Assessment AT02 Coversheet

Qualification details			
Qualification National Code & Title:	ICT40120 - Certificate IV in Information Technology (Release 1)	State code	BFF9
	Pathways: Programming Networking Cyber Security Incident Response Gaming Development Systems Administration Support		AC07 AC10 AC13 AC17 AC18
Unit National Code & Title	BSBCRT404 - Apply advanced critical thinking to work processes (Release 1)	State code	OAE47

Assessment Title <i>(as per DAP)</i>	AT02 Portfolio of Tasks and Activities		
Date Due	Session 19	Date Received	
Location	Classroom and off campus as outlined in the DAP.		
Resources:	Internet Access, O365, provided learning materials.		

Student Name	
Student Declaration	I declare that the evidence submitted is my own work:

Assessor Name			
Assessment Decision #1	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Yet Satisfactory	
Assessment Decision #2	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Yet Satisfactory	
Is student eligible for reassessment (Re-sit)?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Reassessment Date:
Assessor Signature		Date	

Feedback to student			
Student signature		Date	



TO THE ASSESSOR

Type of Assessment	<i>Portfolio of Tasks and Activities</i>
Duration of Assessment	<i>Class Sessions 2 - 19</i>
Location of Assessment	<i>Classroom and during the student out-of-class-activities</i>
Conditions	<p>This task contains written, performance and foundation assessment requirements that can be completed between sessions 2 – 19</p> <p>The students are required to complete all fourteen activities (as indicated on each DAP session) and both Task 1 and Task 2.</p> <p>You are required to make sure that students meet the requirements of the “oral communication” foundation skills during the Task 1 interaction as indicated in the marking guide.</p> <p>If required a student is allowed a second attempt within the date range of the unit.</p> <p><i>Learners are required to complete the required tasks and submit the required documentation electronically via Blackboard</i></p>
Elements and Criteria	<p>As detailed in the assessment plan</p> <p>You are required to make sure that all students meet the elements, performance criteria and oral communication items as outlined.</p>

TO THE STUDENT

Purpose of Assessment	<p>You are required to show you can:</p> <p>BSBCRT404 - Apply advanced critical thinking to work processes (Release 1)</p> <ul style="list-style-type: none">• Understand critical thinking in a workplace context• Apply a systematic approach to decision making• Develop critical thinking mindset <p>You are required to complete all fourteen activities as outlined in the DAP and the provided learning materials and both Task 1 and Task 2.</p> <p>During Task 1 you will be required to display your <u>oral communication skills</u> that shows you can articulate ideas and requirements clearly and persuasively using techniques which are</p>
-----------------------	--



Assessment AT02 Coversheet

appropriate to the audience and environment. You can participate in a verbal exchange that includes ideas whilst listening and using questioning to see the view and options of others. You will be required to show your understanding of the topics by using a range of persuasive responses whilst making comparisons.

You are required to meet the elements, performance criteria and oral communication items as outlined in the provided checklist.

Allowable Materials

Blackboard (Topic by topic) will include the following: Weekly Readings, Class notes, and Weekly Activities.

Required Resources

Computer with:

- *Internet Access*
- *Word processing software*
- *Access to Learning Management System (LMS)*

Reasonable Adjustment

In some circumstances, adjustments to assessments may be made for you. If you require support for literacy and numeracy issues; support for hearing, sight or mobility issues; change to assessment times/venues; use of special or adaptive technology; considerations relating to age, gender and cultural beliefs; format of assessment materials; or presence of a scribe you need to inform your lecturer.

Assessment Submission

All questions and activities must be attempted.

Use of research tools and peers in formulating answers are acceptable – but work submitted must be your own work.

Final project documentation is to be uploaded to the appropriate area in the Blackboard course created for this unit.

If you are marked as NYS (Not Yet Satisfactory) on your first attempt, you will be provided with another opportunity to re-attempt the assessment.

Project contents

This project consists of the following tasks:

This task contains written, performance and foundation assessment requirements that can be completed between sessions 2 – 19. You are required to complete all fourteen activities and both Task 1 and Task 2.



Fourteen ACTIVITES:

Throughout the provided "Workbook" contained in the Blackboard "learning Content" module you have various activities that you are required to complete, the topic names of those activities are listed below.

For each of the 14 questions below you are required to provide a comprehensive answer. Some of the questions have guidelines such as "five examples" Refer to the learning booklet for further requirements and details.

1. Think about someone you consider to be a critical thinker (friend, professor, historical figure, etc). What qualities does he/she have?
2. Provide five examples of critical thinking relevant to your workplace or your anticipated workplace.
3. Explain how can a worker in a supervisory role benefit from critical thinking?
4. Discuss one benefit of a critical thinking mindset.
5. How can critical thinking be used to analyse markets?
6. Outline an approach to identifying potential limitations in a new workplace process. What specific techniques could you use?
7. What does the CRAAP test refer to? Give some examples of when it could be used.
8. If the unemployment rates increase, what is the likely impact on individuals and businesses?
9. How can you tell if information is credible?
10. What is a decision-making framework and why apply one to your workplace?
11. Under what circumstances would you need to justify your decision making?
12. What are the benefits in evaluating your decisions?
13. Who should you seek feedback from? Why?
14. How can planning help to overcome barriers to critical thinking?

Overall scenario for both task 1 and task 2. There may be further details contained in the individual tasks.

You are employed by the Managed Service Provider – CITE MS (<http://www.citemms.com.au/>). CITE MS provides advice, support, and training solutions for a range of business clients who do not have their own IT support staff. The types of services provided range from simple (help with using applications) to complex (networking issues). CITE MS have 25 staff members and support around 50 clients. As part of the CITEMS full-service approach we design new systems and implement new technologies for customers.

The topic that you chose to "pitch" will depend on which specialisation stream you are enrolled in as outlined below:

Database Development

Database Maintenance

Gaming Development

Networking



Programming
Systems Administration Support
Web Development

TASK 1: - Elevator Pitch

Requirements:

- I. Planning Notes
- II. Written Pitch
- III. Completing the pitch verbally with your lecturer.

You must convincingly “pitch” an idea, concept, product/service or proposal in the time it takes to ride an elevator (about 30 to 60 seconds) so this is a *timed exercise*.

Before you undertake the task, you need to plan your pitch by making notes. The notes need to cover what you want to say; some topic ideas are provided below.

During your pitch you will be required to display your oral communication skills that shows you can articulate ideas and requirements clearly and persuasively using techniques which are appropriate to the audience and environment.

You can participate in a verbal exchange that includes ideas whilst listening and using questioning to see the view and options of others. You will be required to show your understanding of the topics by using a range of persuasive responses whilst making comparisons.

Ideas for Elevator Pitch Topics

- A product or service you are offering
- An idea for a website/social network
- A special project you need to fund – based the project idea on one of the above specialisations.
- An organization or business plan
- An invention you want to get patented
- A start-up game you are developing
- A start-up idea
- Or another topic based on your specialisation, YOU must clear this topic with your lecturer before you start planning.



TASK 2:

Requirements:

- **Planning Notes using the below organizer.**
- **Your final written formal project plan of how you are going to achieve the customer base loss covering each of the seven topics as shown in the organizer.**

Once you have completed the first five steps of your plan and prior to implementing steps 5-7 you are required to have a meeting either with your lecturer or a peer to exchange of ideas, views and opinions using listening and questioning skills. The meeting must be documented. You are required to consider and Interpret and critically analyses numerical data to determine work process requirements. The numerical data relates to the loss of your custom base and the projected increases and how your plan will achieve those increases.

Scenario:

A new service provider has opened within a 5KM radius of CITEMS. They offer similar advice, support and training services as CITEMS. It has come to our attention that since opening we have lost 20% of our customer base. Your task is to solve this problem: **How can you avoid losing your customers to this new competitor?**

Your solution can be based on ideas that reflect your specialisation stream you are enrolled in as outlined below: *Or you can provide a generic business solution.*

Database Development

Database Maintenance

Gaming Development

Networking

Programming

Systems Administration Support

Web Development

(Use the attached Problem-Solving Organizer to plan)



Problem Solving Organizer

1 Problem

2 Other points of view

3 Options

4 Evaluate the options

Pros

Cons

5 Solution

6 Documentation and steps to implementation

7 Evaluation and monitoring