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| **Qualification details** | | | |
| **Training Package Code and Title:** | **ICT - Information and Communications Technology (Release 6.0)** | | |
| **Qualification National Code and Title:** | **ICT40120 - Certificate IV in**  **Information Technology** | **State code:** | **BFF9** |

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| **Assessment Title** | **AT02 Task 1 Elevator Pitch** | | |
| **Unit National Code & Title** | BSBCRT404 - Apply advanced critical thinking to work processes (Release 1) | | |
| **Date completed** |  | | |
| **Student Name** |  | **Student ID** |  |

**Note: GDD = Game Design Document**

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|  | **Did the student:** | **Y/N** |
| **Part 1 Planning the approach and identifying the pitch requirements** | |  |
|  | In discussion with the required personnel *(lecturer to play role of manager or contact)* identify the objective and intended outcomes of the pitch, clarify the intended target audience and determine suitable format   * The student working with the required personnel for confirmation was observed using the observation checklist * The idea selected met the assessment requirements * The student’s plan included a range of persuasive phrases and tools (see learning resources in session 9 & 10) * The student demonstrated a clear and appropriate sequence for the pitch |  |
| **Part 2 Conducting the Elevator Pitch** | |  |
|  | Student participated in discussion (pitch) with the required personnel, presenting their idea   * Student identified the requirements of this exchange, selecting the appropriate channel, format, tone and content to suit purpose and audience * Clarification of the intended target audience for idea/product was discussed with personnel * The idea was discussed clearly and persuasively i.e. explained in a clear and logical way using persuasive language / tools * The discussion included topics related to the intended idea (as per AT2). * The student was responsive, attentive and active. * Student demonstrated effective use of oral, visual and/or written formats, drawing on a range of communication styles to achieve goals e.g. rhetorical questions, statistics or analogies |  |
| **Part 3 Verbal exchange with effective listening and answering (following initial pitch)** | | |
|  | In discussion with required personnel the student:   * Conducted a discussion that included a verbal exchange of ideas. * Included questioning and listening strategies e.g. active listening * Used a range of persuasive responses and made comparisons which showed an understanding of the situation / context e.g. comparing to similar games / genres / products * Used language that included open questions and clarification was sort where required * Used suitable language for an informal professional conversation * Contributed information during the discussion and clarifications of requirements were sought e.g. resources or timelines |  |
| **Part 4 Agreement** | | |
|  | After discussion student to confirm appropriate next action   * Confirmed feasibility with personnel * Student actively facilitated effective next step e.g. further meeting or IT team to start work * Student responds to arrangements made, as appropriate * Organised an appropriate time and date to meet again |  |

**Include completed checklist with student’s finalised assessment document**