**EMPLOYABILITY ASSESSMENT TOOLKIT**

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| **Task:** | Elevator Pitch (Me in a Minute) |
| **Task type:** | Multimedia oral presentation |
| **Value:** | 10% |
| **Length:** | 1 minute video |
| **Level:** | Final (Capstone)/ Transition Out |

# Task Objectives:

* Clearly articulate achievement of graduate capabilities (oral communication)
* Present information concisely in a digital format (use technology)
* Reflect upon skills and experiences (reflection)

Task Rationale:

This assessment task is designed to help you reflect upon skills, knowledge and experiences and create an engaging summary that they can utilise in your job search after graduation. The final video can accompany job applications and will provide you with an ‘edge’ to promote yourself and increase the chances of getting hired. Additionally, the capacity to speak clearly about your skills and capabilities is vitally important to interview success.

# Task Description:

For this task you are required **to prepare, film and submit a 1 minute video.**

**In your video you must:**

1. **Summarise the** *key skills, knowledge and experience* you have gained during your studies both *inside and outside* the classroom.
2. **Provide evidence** *to show your achievement of* **at least 3** Graduate attributes/capabilities*.*

**<PROVIDE A LIST OF INSTITUTIONAL GRADUATE CAPABILITIES HERE>**

You are encouraged to use images and other relevant ‘cut aways’, not only to break up the video presentation itself but also to evidence your statements.

Submission:

When you have finished your video, embed it into your e-portfolio and submit the link to the e-portfolio to the assignment link in the course LMS site.

# Additional information:

Make sure you are clear on the purpose of the video, you are promoting yourself to prospective employers. Your purpose is to show them why you will be a great addition to their team and why you want to work for then.

**Consider the following broad questions**

1. What is your name and are you studying?
2. What experience and skills have you developed during your degree? (choose 3 of the graduate capability)
3. What other experiences and skills have you gained? (volunteer work, part time employment, sport, leadership roles etc.)
4. What career are you interested in?
5. What are your goals and dreams?
6. What makes you unique?
7. Finish with a few words to leave a positive impression.

**How to get prepared.**

* Get Organised
  + Think about what you want to say and write it down.
  + Edit it so it is brief and punchy (less than 200 words)
* Be yourself but be keen
  + Show your enthusiasm and personality.
  + Be confident and appear in control
* Communicate clearly
  + Clearly state your knowledge, skills, attitudes and capabilities that make you employable and an asset to the workplace.
  + Show that you are excited about your chosen field
* Practice (a LOT!!!)
  + Practise delivering without saying um, ah and like.
  + Don’t over rehearse so you lose your naturalness
* Be specific
  + Use clear examples of your skills
  + Provide images to evidence your claims

# Rubric:

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| **10 Marks** | **Very High Achievement** | | **Average Achievement** | | | **Low Achievement** |
| **Criterion** | **10/10** | **8-9/10** | | **6-7/10** | **5/10** | **100-4/** |
| Clarity and Presentation skill | Presentation is recorded well and of high quality. Language is highly professional and speaker appears very confident, natural and relaxed. Overall presentation flows exceptionally well and is very engaging. | Presentation is recorded well. Language is professional in nature and speaker appears confident. May stumble at times (not more than once). Overall presentation flows well and is engaging. | | Presentation is recorded well. May have some minor issues in sound quality. Language is professional in nature however at times lacking in confidence. May stumble at times (2+) but it does not detract from the overall presentation. Presentation may lack engagement. | Presentation is recorded satisfactorily. May have issues in sound and image quality. Language is basic and at times not professional in nature. Stumbles at points during the presentation to a degree that detracts from the presentation. | Presentation is not appropriately recorded and the content is not relevant. Major issues with the appropriateness of language and presentation.  No flow in the presentation. |
| Capacity to identify skills, experience and knowledge | Demonstrates sophisticated capacity to identify skills and experience with relevant examples. There are direct and high-quality links to the 3 graduate capabilities and their components. | Demonstrates strong capacity to identify skills and experience with good examples. There are direct links to the graduate capabilities, addressing all 3 capabilities and at least one components of each. | | Demonstrates capacity to identify skills and experience with examples. Broad links to the graduate capabilities are made, though may lack specificity and/or reference to a component of each capability. | Demonstrates satisfactory capacity to identify skills and experience. An attempt to link these to the graduate capabilities is made however the links are not clear at times. | No skills identified. |
| Relevance of the information presented | Information presented is highly relevant and clearly supports attainment of the graduate capabilities. Presentation provides a detailed picture of the strengths of the student. | Information presented is relevant and supports attainment of the graduate capabilities. Presentation provides a clear picture of the strengths of the student. | | Information presented is somewhat relevant and at times supports the attainment of at least 1 graduate capability. Presentation highlights some strengths. | Information presented is at times not relevant and although attempts are made it remains unclear how the student has achieved the graduate capabilities. | Information provided not relevant. Did not address any of the graduate capabilities. |
| Evidence | High quality evidence is provided in the form of cut away images that support the narrative. Presentation is supported by multiple sources of high quality evidence / examples to justify claims and shows significant evidence of reflection. | Evidence is provided in the form of a minimum of 2 cut away images. Presentation is supported by multiple sources of evidence to justify claims. Shows evidence of reflection. | | Evidence is provided in the form of a minimum of 1 cut away image. Details about the type of activities undertaken is satisfactory and links to the narrative. Some evidence of reflection | Limited evidence provided. Detail about the type of activities undertaken is sparse and no images are utilised as evidence. Limited evidence of reflection | No relevant evidence provided. |