



Unit title	Deliver a Presentation
SQA code	H672 04
SCQF level	6
SCQF credit points	3
SSC ref	Unit 32

History of changes

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Version number	Date	Description	Authorised by

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Title		Deliver a Presentation	
Learning Outcomes		Assessment Criteria	
The candidate will:		The candidate can:	
1	Understand the purpose of preparing for and evaluating a presentation.	1.1	Explain the purpose of using different types of presentation and equipment.
		1.2	Explain different ways of delivering presentations and their features.
		1.3	Explain the procedures to be followed when preparing a presentation.
		1.4	Explain the benefits of preparing for giving a presentation.
		1.5	Describe the types of problems that may occur with equipment and how to deal with them.
		1.6	Explain the purpose and benefits of contingency planning.
		1.7	Explain the purpose and benefits of collecting feedback from the audience on the presentation.
		1.8	Explain the purpose and benefits of evaluating presentations and own performance.
2	Understand the techniques used in enhancing a presentation.	2.1	Explain and illustrate how presentations may be enhanced by materials and equipment.
		2.2	Explain and illustrate how presentations may be enhanced by use of communication and interpersonal skills.
		2.3	Describe how to gauge audience reaction to the presentation.
		2.4	Explain the purpose and benefits of summarising important features of the presentation.
		2.5	Describe the purpose and benefits of giving the audience opportunities to ask questions.

Learning Outcomes	Assessment Criteria
The candidate will:	The candidate can:
3 Be able to prepare for delivery of a presentation.	3.1 Select any equipment needed and plan how to use it to best effect. 3.2 Make contingency plans in case of equipment failure or other problems, if required. 3.3 Practise the presentation and its timing. 3.4 Obtain feedback on planned presentation and make adjustments, if required.
4 Be able to deliver a presentation.	4.1 Check equipment and resources. 4.2 Circulate presentation materials. 4.3 Introduce self to audience and state aims of the presentation. 4.4 Address the audience, speaking clearly and confidently, using language to suit the topic and audience. 4.5 Vary tone, pace and volume to emphasise key points. 4.6 Gauge audience reaction during the presentation and adapt if required. 4.7 Summarise throughout the presentation to emphasise key points and help to maintain audience interest. 4.8 Use body language in a way that reinforces presented information. 4.9 Use equipment, where appropriate, to enhance the presentation, and deal with any problems that may occur. 4.10 Provide the audience with opportunities to ask questions. 4.11 Listen carefully to questions and respond in a way that meets the audience's needs.

Learning Outcomes	Assessment Criteria
The candidate will:	The candidate can:
5 Be able to evaluate a presentation.	5.1 Collect feedback on the presentation. 5.2 Reflect on own performance and identify learning points. 5.3 Evaluate the presentation and own performance and identify changes that will improve future presentations.

Additional information about the Unit
Unit purpose and aim(s)
By completing this Unit, the candidate will develop the understanding and skills needed to prepare, deliver and evaluate presentations.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
N/A
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Evidence must be authentic, current, sufficient for purpose and valid — and should come from real work produced in the workplace. Where the assessment is regarding a candidate's knowledge and understanding it should be related to the candidate's workplace or working situation. Real work is defined as the provision of a product or service which, if not carried out by the candidate, would require someone else to do it.

It will be the assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The agreed methods must be:

- ◆ valid
- ◆ reliable
- ◆ safe and manageable
- ◆ suitable to the needs of the candidate

Simulation is not acceptable as a form of evidence for this Unit.

Guidance on Instruments of Assessment

This Unit is designed to assess the skills and knowledge of candidates in the workplace.

Acceptable Types of Evidence

A range of different types of evidence is desirable to demonstrate achievement of this Unit. Assessors may consider a number of methods of gathering evidence. These could include:

- ◆ **Observation:** this should form a substantial part of the evidence.
- ◆ **Product evidence:** as would be contained within a portfolio or signposted to its location within in the workplace.
- ◆ **Professional Discussion:** an in-depth discussion recorded electronically or in writing. Assessors must be able to authenticate what candidates have discussed. This may be through confirmation from a third party or sight of the documentation discussed.
- ◆ **Witness Testimony:** in writing or verbally to the assessor. This could include existing in-house records such as internal audit records, call monitoring, observation and file review checklists. The name of the witness and their relationship to the candidate should be clearly documented.
- ◆ **Questioning:** using open questions to elicit detailed and articulate replies. Assessor records should include sufficient detail to justify assessment decisions.
- ◆ **Recognition of Prior Learning:** this should be acknowledged where appropriate. In all instances where recognition of prior learning is used as a form of evidence, assessors must ensure the candidate's knowledge or competence remains current and that all Assessment Criteria have been met through valid assessment tools.

Guidance on Instruments of Assessment (cont)

Assessors should discuss decisions to be made with candidates at an early stage as to the suitability of particular forms of evidence (eg candidate statements, photographic evidence, video recordings).

Holistic assessment is encouraged and one piece of evidence can be used to meet the requirements of more than one Learning Outcome, Assessment Criterion, or Unit.

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website:

http://www.sqa.org.uk/files_ccc/GuideToAssessment.pdf