

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
GLASGOW G2 7NQ**

---

**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

---

<b>-Module Number-</b>	<b>0091245</b>	<b>-Session-1989-90</b>
<b>-Superclass-</b>	<b>KB</b>	

---

<b>-Title-</b>	<b>ORAL PRESENTATION SKILLS</b>
----------------	---------------------------------

---

**-DESCRIPTION-**

Purpose	This module is designed to develop skills in communicating through extended oral presentations. It is envisaged that the competences attained in this module will be complementary to those achieved in module 91004 Communication 4. The module allows the student the opportunity to acquire the oral skills which are necessary in certain vocational areas.
---------	---

---

Preferred Entry Level	Communication 3 or Standard Grade English at Credit Level or a pass in SCE "H" Grade English or an equivalent level of competence in communication.
-----------------------	---

---

Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none"><li>1. evaluate the effectiveness of a range of oral presentations;</li><li>2. produce a plan for the delivery of an oral presentation;</li><li>3. deliver an oral presentation which provides information and/or instruction;</li><li>4. deliver an oral presentation which analyses information and/or issues.</li></ol>
-------------------	---

Content/  
Context

Corresponding to Learning Outcomes 1-4:

1. Presentations should be drawn from as wide a range as possible. Visual/audio visual material should be included where appropriate. Presentations covering topics relevant to the student's vocational area should be used but not to the exclusion of those of general interest e.g. the weather report, the demonstration talk, the sales promotion, the survey, the public relations presentation. The range of examples chosen must allow the student the opportunity to evaluate the skills of each presenter.
2. Guidelines should be provided which exhibit good practice in planning a range of varied oral presentations. The guidelines should emphasise the presenter's reasons for choosing a particular structure and visual/audio visual materials for a target audience and specific environment.
3. Students should be made aware of the skills required for the delivery of an oral presentation dealing with information and/or instruction. Such presentations might cover the weather report, the first aid lesson, the cookery demonstration and the speech outlining hospitality arrangements. These suggestions are merely guidelines for the kinds of presentations envisaged for this Learning Outcome. Emphasis should be placed on both appropriate and skilful use of delivery, content, structure and resources.

Delivery - voice projection, articulation, control, modulation, pacing, non-verbal means of communication.

Content - relevance and appropriacy to audience, factual coverage.

Structure - introduction, signalling of development, conclusion.

Resources - visuals, audio visuals.

4. Students should be made aware of the skills required for the delivery of an oral presentation which analyses information and/or issues. Such presentations might cover the analysis of a survey, the sales promotion and the public relations presentation. These suggestions are merely guidelines for the kinds of presentations envisaged for this Learning Outcome. Emphasis should be placed on appropriate and skilful use of delivery, content, structure and resources.

Delivery - voice projection, articulation, control, modulation, pacing, non-verbal means of communicating.

Content - relevance and appropriacy to audience, analytical/discursive coverage.

Structure - introduction, signalling of development, conclusion.

Resources - visuals, audio visuals.

Suggested  
Learning and  
Teaching  
Approaches

Learning and Teaching should be active and student-centred. Students should have the opportunity to plan and make decisions for themselves, to show initiative and independence and to work co-operatively. Induction to the activities should ensure that the students have a clear understanding of the nature and purpose of the work.

Care should be taken throughout the module, however, to adjust teaching approaches according to each student's needs.

A variety of activities should be undertaken and the student will be allowed to negotiate these with the tutor. The activities should provide opportunities to use language in real situations and for real purposes.

Teaching groups, where appropriate, should be small enough to allow for practical activities to be undertaken, and to allow students to be involved in activities which provide the opportunity for them to realise their potential.

An essential feature of these activities should be the provision of opportunities for students and groups of students to plan, rehearse, discuss and evaluate with the help of tutor.

Assessment  
Procedures

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome  
IA Instrument of Assessment  
PC Performance Criteria

**LO1 EVALUATE THE EFFECTIVENESS OF A RANGE OF ORAL PRESENTATIONS**

**PC** The evaluations are comprehensive and accurate with reference to whether:

- (a) vocabulary register and style are appropriate to purpose and audience;
- (b) the communication has a coherent sequence and key points are identified;
- (c) opinions/conclusions are supported by valid evidence and/or argument;
- (d) delivery is enhanced by appropriate use of tone, pace and modulation;
- (e) delivery is enhanced by appropriate use of non-verbal communication;
- (f) delivery is enhanced by the use of visual/audio visual resources.

**IA Restricted Response**

The student will be set Restricted Response questions to test his/her ability to evaluate the effectiveness of a range of oral presentations.

To achieve the Learning Outcome the student will be required to undertake a study of 2 oral presentations which have been selected by the tutor.

Satisfactory performance will be that performance criteria (a)-(f) are met in respect of each presentation.

**LO2 PRODUCE A PLAN FOR THE DELIVERY OF AN ORAL PRESENTATION**

- PC**
- (a) The target audience is identified;
  - (b) the purpose of the presentation is defined.
  - (c) Material appropriate to the purpose is identified.
  - (d) The selection of appropriate visual/audio visual resources and techniques is identified.
  - (e) The stages of the presentation are identified in a coherent manner.
  - (f) An environment suitable for the delivery of the presentation is identified.

**IA Assignment**

The student will undertake an Assignment which will test his/her ability to produce a plan for the delivery of an oral presentation. The Assignment may, for example, take the form of a flow chart or plan with

commentary, a brief for the delivery of the presentation or an instructive talk.

Satisfactory performance will be that the student's plan satisfies performance criteria (a)-(f).

**LO3 DELIVER AN ORAL PRESENTATION WHICH PROVIDES INFORMATION AND/OR INSTRUCTION**

- PC**
- (a) Vocabulary, register and style are appropriate to purpose and audience.
  - (b) Content is appropriate to the purpose and audience.
  - (c) The communication has a coherent sequence and key points are used to develop the theme.
  - (d) Key points are developed with reasons/details.
  - (e) Voice projection and articulation are appropriate to purpose, audience and environment.
  - (f) Delivery is enhanced by appropriate use of tone, pace and modulation.
  - (g) Delivery is enhanced by appropriate use of non-verbal communication.
  - (h) Delivery is enhanced by the use of visual/audio visual resources which are clear and relevant.

**IA Assignment**

The student will undertake an Assignment which will test his/her ability to deliver an oral presentation which provides information and/or instruction. The oral presentation will last between 3-5 minutes.

Satisfactory performance will be that the student's oral presentation satisfies performance criteria (a)-(h).

- NB.** Notes may be used provided they do not impair the quality of the delivery or interaction with the audience.

**LO4 DELIVER AN ORAL PRESENTATION WHICH ANALYSES INFORMATION AND/OR ISSUES**

- PC**
- (a) Vocabulary, register and style are appropriate to purpose and audience.
  - (b) Content is appropriate to the purpose and audience.
  - (c) The communication has a coherent sequence and key points are used to develop the theme.
  - (d) Opinions/conclusions are supported by valid evidence and/or argument.

- (e) Voice projection and articulation are appropriate to purpose, audience and environment.
- (f) Delivery is enhanced by use of tone, pace and modulation.
- (g) Delivery is enhanced by appropriate use of non-verbal communication.
- (h) Delivery is enhanced by the use of visual/audio visual resources which are clear and relevant.

IA Assignment

The student will undertake an Assignment which will test his/her ability to deliver an oral presentation which analyses information and/or issues. The oral presentation will last between 5-8 minutes.

Satisfactory performance will be that the student's oral presentation satisfies performance criteria (a)-(h).

- NB. Notes may be used provided they do not impair the quality of the delivery or interaction with the audience.

---

© Copyright SQA 1989

---

13/02/98