



National Unit Specification

General information

Unit title: Oral Presentation Skills (SCQF level 6)

Unit code: J48W 46

Superclass: KC

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Version: 02

Unit purpose

This unit provides opportunities to develop skills in oral presentation. It will be particularly appropriate for learners who need to interpret, evaluate and deliver detailed and complex spoken information and ideas to support learning, life and work. On successful completion of the unit learners may progress to study *Analysing and Delivering Complex Oral Presentations* (J2JR 34).

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Evaluate the effectiveness of a detailed and complex oral presentation.
- 2 Plan a detailed and complex oral presentation.
- 3 Deliver an oral presentation that conveys detailed and complex information and/or ideas.

Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 6:
(6 SCQF credit points at SCQF level 6)

Recommended entry to the unit

Access to this unit is at the discretion of the centre. Learners should, however, have competence in communication skills at SCQF level 5 or equivalent. This could be demonstrated by achievement of one of the following:

- ◆ *Communication* (Core Skill) (SCQF level 5)
- ◆ National 5 English
- ◆ or equivalent qualifications and/or experience.

National Unit Specification: General information (cont)

Unit title: Oral Presentation Skills (SCQF level 6)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component	Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Oral Communication at SCQF level 6
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Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

Unit title: Oral Presentation Skills (SCQF level 6)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Evaluate the effectiveness of a detailed and complex oral presentation.

Performance criteria

- (a) Identify main ideas.
- (b) Explain how language, register and style are appropriate to audience and purpose.
- (c) Explain the effectiveness of structure in linking key points.
- (d) Evaluate tone, pitch and pace in meeting the needs of the audience.
- (e) Evaluate the effectiveness of non-verbal communication.
- (f) Evaluate the effectiveness of support materials.

Outcome 2

Plan a detailed and complex oral presentation.

Performance criteria

- (a) Define purpose and objectives.
- (b) Conduct research and identify support materials.
- (c) Outline main ideas.
- (d) Plan structure appropriate to audience and purpose.
- (e) Identify a strategy to manage potential issues or constraints.

Outcome 3

Deliver an oral presentation that conveys detailed and complex information and/or ideas.

- (a) Convey detailed and complex information and/or ideas using an appropriate structure.
- (b) Use language, register and style appropriate to audience and purpose.
- (c) Adapt tone, pitch and pace to meet audience needs.
- (d) Use aspects of non-verbal communication.
- (e) Use support materials to enhance delivery.
- (f) Manage time effectively.

National Unit Specification: Statement of standards (cont)

Unit title: Oral Presentation Skills (SCQF level 6)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. All evidence will be gathered under open-book conditions at appropriate points in delivery using a system where arrangements have been made to ensure authenticity.

Assessment may be carried out:

- ◆ outcome by outcome

Outcome 1 — Written and/or oral evidence

Learners will evaluate a detailed and complex oral presentation, responding to questions or prompts which cover the performance criteria.

Outcome 2 — Written and/or oral evidence

Learners will produce a plan to deliver a detailed and complex oral presentation.

Outcome 3 — Performance evidence

Learners will deliver a presentation that conveys detailed and complex information and/or ideas.



National Unit Support Notes

Unit title: Oral Presentation Skills (SCQF level 6)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

The purpose of the unit is to provide learners with opportunities to develop skills in oral communication. They will evaluate, then plan and deliver a detailed and complex oral presentation.

The unit may be delivered as part of a programme of study or undertaken as a free-standing unit. It is suitable for a wide range of learners who want to enhance their communication skills to support personal or vocational development needs. Integration of assessment tasks with other oral work for a programme of study may be a practical approach to delivery.

Learners should be made aware of current national occupational standards for oral presentations in appropriate professional contexts, for example:

- ◆ Present ideas and information to others in the creative industries (SKSGI2)
- ◆ Enable learning through presentations (LSIILARG6)

On achievement of the unit learners will be able to understand, evaluate and deliver detailed and complex structured oral presentations. They will have knowledge and skills to support progression to further study, training or employment.

Guidance on approaches to delivery of this unit

Teaching and learning approaches should be relevant to the identified current or progression needs of learners.

Outcomes should be approached in the order of the unit specification.

As many opportunities as are practical should be provided to develop the analytical and practical skills that are needed to deliver effective oral presentations. The essentials of defining objectives and analysing the needs of intended listeners in communication should be emphasised at the start of unit delivery.

National Unit Support Notes (cont)

Unit title: Oral Presentation Skills (SCQF level 6)

Formative approaches could involve group discussions to review and evaluate a range of examples of varied types of oral communication in different formats/house-styles. Detailed and complex oral presentations including news analysis, informative talks and media reviews could be used. Learners should focus on identifying and examining the methods and techniques used by successful presenters to communicate detailed and complex ideas to an audience — as appropriate to purpose. Providing examples of critical reviews of oral presentations would provide a basis for group analysis and a model for acceptable evaluation responses.

A workshop approach to developing practical skills, where there are opportunities to practise delivery and build confidence will be useful. Additional questioning and positive feedback from peers may be particularly helpful. The availability of free open-source software can provide opportunities for learners to present original content creatively and to develop a range of useful skills including competence and confidence in the use of hardware and software.

Guidance on approaches to assessment of this unit

Evidence will be gathered in open-book conditions. Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

There may be the potential for some integration with work for other units where assessment tasks allow evidence to be delivered in an oral presentation. It is essential that learners are made fully aware of the need to achieve all assessment standards.

Providing formal, detailed feedback to learners is good practice and will be particularly valuable for those who need to be re-assessed on any outcome. Precise, supportive comments should be related to the evidence requirements.

Outcome 1 requires a thorough evaluation of a detailed and complex oral presentation.

The presentation selected as an assessment text should be on a theme relevant to learners and have a clear purpose, for example to inform, explain, persuade and/or entertain. Ideas should be structured and include some analysis with evidence to support key points made. Support materials such as images or audio would, ideally, enhance communication with an audience.

National Unit Support Notes (cont)

Unit title: Oral Presentation Skills (SCQF level 6)

A presentation of around eight to ten minutes should provide sufficient exemplification of presentational skills and materials to allow appraisal of the communication processes and evaluation of the effectiveness of techniques used to meet the needs of audience and purpose. The presentation might provide an effective model for the presentation evidence required for outcome 3.

Learners should be given more than one opportunity to observe the presentation and make notes.

Structured questions or prompts that cover all evidence requirements for the outcome should be provided to support written or spoken responses. If practical, some recording of oral work may be useful. It can allow feedback to learners and support internal and external verification. A detailed checklist should be used as evidence of attainment and be retained for verification purposes.

Evaluative comment, taking into account the intended audience and purpose, will be supported by detailed reference to the presentation, eg:

- ◆ the strengths of the opening and closing remarks
- ◆ how cues link key points
- ◆ the impact of verbal communication, for example if register, word choice, key phrases have been well-selected for the needs of purpose and intended listeners
- ◆ if variations in speed, tone and pitch help communication with listeners
- ◆ whether facial expression and gesture support, reinforce or detract from verbal messages
- ◆ whether support materials enhance the presentation

Outcome 2

An initial discussion between learner and teacher or lecturer to agree a topic is recommended, with plans being checked prior to delivery to ensure realistic and relevant approaches, ideas and information.

A template can be provided to focus the learner's attention on potential planning issues, which are likely to vary according to context and content. Cue cards or notes will be helpful for many aspects of planning. Consideration of potential issues might include a record of advance checks on location and equipment. Plans could include ways to manage time effectively and an outline of strategies to help overcome nerves.

Outcome 3

Approaches to assessment should be sufficiently flexible to allow for adaptation to a range of contexts and situations. There may be opportunities to link or integrate assessment with other assignments in a programme of study. Delivery could be to a group or in a one-to-one situation, in person or using digital media. Role-play may also be suitable. The presentation could be between six and eight minutes in length, depending on purpose, context and content.

National Unit Support Notes (cont)

Unit title: Oral Presentation Skills (SCQF level 6)

Depending on the purpose of the presentation, questions — which are not essential to evidence — may be appropriate to provide additional prompts from the teacher or lecturer or audience. Materials to support delivery (handouts, presentation software, digital recording) may be selected by the learner and need not be original.

Non-verbal communication, including use of eye contact, posture, and gesture, should be appropriate to the situation.

Recording of oral work allows feedback to learners and supports internal and external verification. It is recommended that a detailed checklist is used when assessing the learner's performance. Detailed feedback will develop and enhance communication skills.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Skills in aspects of *Communication* (SCQF level 6) — produce and respond to oral communication on a complex topic — will be developed naturally as learners evaluate, plan and deliver a structured oral presentation.

Skills in elements of *Problem Solving* — Critical Thinking, Planning, Organising, Reviewing and Evaluating — will be developed naturally as decisions are made on presentation techniques and materials selected to support the presentation.

The practical focus of the unit should encourage independent working and develop additional skills useful to future progression, such as:

- ◆ selecting and evaluating information sources
- ◆ note-taking
- ◆ competent use of technology
- ◆ time and self-management

There could also be opportunities to develop knowledge and skills in Sustainability and Citizenship.

National Unit Support Notes (cont)

Unit title: Oral Presentation Skills (SCQF level 6)

Sustainability

Digital media may be used for the production of support materials. Working practices could be reviewed to ensure environmental sensitivity and waste reduction.

Citizenship

Learners may develop awareness of cultural sensitivities, diversity and international culture in relation to communication styles and delivery, as they work through this unit.

The Critical Thinking and Planning and Organising component of Problem Solving at SCQF level 6 and Oral Communication component of Communication at SCQF level 6 are embedded in this unit. When a learner achieves these units, their Core Skills profile will also be updated to include these components.

History of changes to unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking, Planning and Organising and Written Communication at SCQF level 6 embedded.	06/10/2020

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General information for learners

Unit title: Oral Presentation Skills (SCQF level 6)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will provide you with opportunities to develop your oral presentation skills. You will learn how to evaluate and deliver a detailed and complex oral presentation.

The assessments will take place in open-book conditions. There will be an opportunity to be re-assessed if you do not achieve the outcomes in the first instance.

Assessment

Outcome 1

Evaluate the effectiveness of a detailed and complex oral presentation.

You will watch a detailed and complex oral presentation and evaluate the effectiveness of methods and techniques used to communicate with the audience.

Outcome 2

Plan a detailed and complex oral presentation.

You will make a plan for your own detailed and complex oral presentation.

Outcome 3

Deliver an oral presentation that conveys detailed and complex information and/or ideas.

You will deliver an oral presentation that conveys detailed and complex information and/or ideas.

There will be opportunities to develop elements of the Core Skills of *Communication*, as you observe, respond to and deliver detailed and complex oral communication and *Problem Solving* as you analyse requirements and complete a complex task.

You will gain other important employability skills including:

- ◆ working independently
- ◆ presenting detailed and complex information, ideas and solutions to others
- ◆ working to meet deadlines

You will be encouraged to have more awareness and understanding of sustainability and citizenship. The skills developed in this unit are essential to you as a learner and in your working life.

The Critical Thinking and Planning and Organising components of Problem Solving at SCQF level 6 and Oral Communication component of Communication at SCQF level 6 are embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include these components