

## **SQA Advanced Unit Specification**

### **General information for centres**

**Unit title:** Presentation Skills (SCQF level 8)

**Unit code:** HP79 48

**Superclass:** CC

**Publication date:** June 2017

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Unit purpose**

This unit is designed to develop the skills required for the advanced use of presentation software, including a range of multi-media, and to apply these skills to deliver effective presentations. It would be suitable for learners involved in preparing and delivering presentations for business, vocational or social purposes.

### **Outcomes**

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

- 1 Plan and explain the key components of making a successful presentation.
- 2 Prepare a screen-based presentation on an agreed topic.
- 3 Deliver and evaluate a screen-based presentation.

### **Credit points and level**

1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

### Recommended entry to the unit

Access to this unit is at the discretion of the centre. Learners should have good communication skills which could be demonstrated by the achievement of Core Skill *Communication* at SCQF level 6, or by possession of Higher English and Communication or a suitable SQA Advanced Communication unit. It would be beneficial if learners had achieved the unit (HP6G 47) *IT in Business: Word Processing and Presentation Applications* or an equivalent prior to commencing this unit.

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### Core Skills

Achievement of this unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 6
Core Skill component	None

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

### 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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard.

### 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](http://www.sqa.org.uk/assessmentarrangements).

### Unit specification: statement of standards

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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.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

#### Outcome 1

Plan and explain the key components of making a successful presentation.

##### Knowledge and/or Skills

- ◆ Manage presentation events
- ◆ Presentation methods
- ◆ Deal with questions
- ◆ Coping strategies
- ◆ Audience management

#### Outcome 2

Prepare a screen-based presentation on an agreed topic.

##### Knowledge and/or Skills

- ◆ Presentation software features
- ◆ Multi-media presentation features
- ◆ Presentation planning and organisation
- ◆ Resource management

#### Outcome 3

Deliver and evaluate a screen-based presentation.

##### Knowledge and/or Skills

- ◆ Delivery techniques
- ◆ Interaction with audience
- ◆ Presentation software
- ◆ Self-evaluation

#### Evidence Requirements for this unit

The content and Evidence Requirements of this unit are not linked to any specific presentation software. While certain terms are used to illustrate the standard (eg 'slides'), it is the **knowledge and skills** in using the relevant feature that are being assessed; therefore

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packages which employ differing terminology may also be used to assess the same **knowledge and skills**.

### **Outcome 1: Plan and explain the key components of making a successful presentation**

Learners need to plan and explain the key components of making a successful presentation by preparing a brief that can be used to prepare for its delivery. The brief should demonstrate how the learner establishes the objectives for the presentation including the following:

- ◆ Describe how the practicalities of the presentation will be managed.
- ◆ Explain the rationale for the presentation method/s to be used.
- ◆ Develop a strategy for dealing with audience questions, including how difficult questions can be responded to.
- ◆ Describe a range of coping strategies for presentation nerves and techniques that would assist in managing the audience.

### **Outcome 2: Produce a screen-based presentation using presentation software.**

The presentation should utilise five or more presentation software features, two or more multi-media and one dynamic link.

The number of slides used may vary, however should conform to the following criteria and the time limits specified below in Outcome 3 below:

- ◆ Slides should be formatted consistently and make appropriate use of layouts and themes.
- ◆ The content of each slide should be appropriate; neither excessively plain, nor visually overwhelming for the audience.

### **Outcome 3: Deliver and evaluate a screen-based presentation**

- ◆ Deliver a presentation for 10 minutes, within a tolerance of +/- 3 minutes, to a group of no less than four people.
- ◆ Demonstrate delivery techniques; voice projection and control, pace of speech, tone and clarity of message being conveyed.
- ◆ Manage audience interaction by handling questions from the audience, responding in a clear and coherent manner with appropriate information and/or clarification.
- ◆ Presentation software features and multi-media are used effectively to support and complement the delivery of the presentation.
- ◆ Use a suitable method of evaluation and carry out an analysis of this evaluation. The analysis should identify areas of strength and weakness and make recommendation(s) for future presentations justified by these findings.

Evidence must be retained demonstrating that the learner has met all of the criteria above. This must include a complete presentation created via a suitable software package; including speaker notes; and records demonstrating the achievement of the criteria within all unit Outcomes. This evidence may be recorded on hard copy, digitally or a combination of methods.

In the interests of authenticity, it is recommended that — where used — presentation plans, draft copies, reference materials and records of deadlines agreed with the assessor are also retained.

### Unit specification: support notes

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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

This unit is likely to form part of a Group Award and is designed to develop the skills required for the advanced use of presentation software and to apply these skills to delivery effective presentations. This is a unit within SQA Advanced Diploma Administration and Information Technology (GM68 48) but may form part of other Group Awards and can be delivered on a stand-alone basis.

The ability to delivery effective presentations is a valuable skill whether it is in the context of work, job seeking or leisure pursuits. This unit is not just about developing the practical skills for using presentation hardware and software, researching the topic and presenting the facts, it is also about the skills a public speaker needs to develop in terms of reading and handling an audience, delivery style, non-verbal communication and even how to control nervousness.

#### Outcome 1

This Outcome requires learners to plan and explain the key components of making a successful presentation and develop a strategy for audience management. As many learners will be unused to public speaking, this Outcome could be used to show the most appropriate ways of controlling nervousness. They should therefore have the opportunity to:

- ◆ demonstrate their knowledge of how the practicalities of the presentation will be managed
- ◆ explore different presentation methods as well as computer based presentation software that allow them to put forward a rationale for the presentation method/s to be used (Learners can then apply the knowledge they have gained to determine the best solution for making the presentation. This may include the use of emerging technologies.)
- ◆ investigate strategies for dealing with audience questions and how these can be managed
- ◆ explore a range of coping strategies for presentation nerves and check out different techniques that would assist in managing the audience
- ◆ consider the influence of the timing and location of the presentation, the layout of the room, the purpose of the presentation and the nature and size of the audience, in determining the tone of the event
- ◆ evaluate and justify choices made by illustrating the reasons and possible advantages and disadvantages
- ◆ consider how to manage/plan resources and problem solve such as booking of equipment, negotiating with colleagues, access to internet, lack of/running out of time, difficulty in finding resources for research, rehearsal time
- ◆ develop coping strategies to deal with any unexpected events such as access, availability or equipment problems
- ◆ realise that unlimited funds are not an option in real world situations, although there are no budget or costing factors to be considered

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### Outcome 2

This Outcome requires learners to make preparation for the presentation. They should therefore have the opportunity to:

- ◆ create a screen-based presentation that includes an outline of the content, speaker's notes (to accompany the speech element) and identifies sources of information that were used in the presentation (paper-based and electronic).
- ◆ annotate the presentation to show that they have considered the use of appropriate software features to support the content. This may include use of master slide (or equivalent function to ensure consistency of approach); design templates/appropriate themes, drawing tools/shapes, smart art, text and slide formatting, animation, transition, hyperlinks, bullets and numbering, charts, tables.
- ◆ prepare slides using multi-media eg sounds, music, videos and narration.
- ◆ use a digital camera, sound recording equipment, scanners and internet downloads/images to provide material.
- ◆ select the appropriate format and composition for the delivery which could include informative, persuasive, entertaining, use of facts and figures, descriptive statistics, narratives, humour.

### Outcome 3

This Outcome requires learners to use the knowledge and skills learned in Outcomes 1 and 2 to deliver a screen-based presentation. They should therefore have the opportunity to:

- ◆ demonstrate their delivery skills (learners should elaborate on headline text and not simply read text verbatim from slides).
- ◆ demonstrate their ability to use presentation software effectively by using a variety of techniques such as animation, transition, colour, templates, master slides, (or equivalent function), sound, and timing appropriately in their presentation.
- ◆ demonstrate their awareness of non-verbal communication — this could be by dressing appropriately, being aware of their body language and gestures, using appropriate posture, movement, mannerisms and eye contact.
- ◆ convey a range of complex information to an audience by using tools such as statistical analysis, charts and diagrams.
- ◆ develop their ability to manage an audience by developing rapport, using methods of holding interest and interaction with the audience and other audience management tools.
- ◆ handle audience participation in a question and answer session.
- ◆ analyse and critically evaluate the effectiveness of the presentation after it has been delivered by using appropriate feedback forms or other means of collating information to ascertain how the presentation was received by the audience.

## Guidance on approaches to delivery of this unit

Where this unit is delivered within an SQA Advanced framework there may be opportunities to integrate delivery with other units within the same Group Award, for example, where making a presentation may be an appropriate way to assess communication skills.

The preparation for Outcome 1 should be based as much as possible on live presentations, examining the nature of the presentation and evaluating methods selected. Visiting speakers would be an appropriate way to develop learners' skills and knowledge. Learners should be

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encouraged to explore a presentation topic that draws on content from units delivered in their Group Award.

The training for Outcomes 2 and 3 could be integrated. Much of the focus should be on the preparation of presentations, using the software, and developing the knowledge of integrating multi-media. Simple and fun presentation tasks could be set as formative work to develop skills and confidence in delivering presentation within the group. Within this context the topic of setting objectives and evaluation should also be considered.

The critical evaluation could be integrated with the (HPOM 47) *Digital Technologies for Administrators* by the use of an online survey web service.

### **Guidance on approaches to assessment of this unit**

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.

Assessment could be carried out using a holistic assessment that covers all Outcomes. This approach is likely to be the most valid and meaningful experience for learners, as the entire assessment can be built around a single presentation based on a task/subject of their own choice, either related to the Group Award or their own personal interest. Linking the assessment to other unit(s) within the Group Award may offer opportunities to integrate assessment.

Alternatively Outcome 1 could be assessed using a case study where learners provide recommendations based on the case study scenario. It is envisaged that the same presentation will be used for Outcomes 2 and 3, with learners preparing the presentation, delivering it and evaluating feedback. It is unlikely to be desirable for learners to deliver a presentation other than the one they have themselves prepared, however this is theoretically possible if circumstances arise to make it necessary — if for example, a learner's presentation is unavailable through loss or misplacement at the scheduled time of assessment. In this situation, learners still need to meet the requirements of Outcome 2 by creating their own presentation.

Evidence for this unit should be generated through assessment undertaken in open-book conditions. There may be opportunities to assess the learner evidence using a VLE, hard copy or electronic copies. It would be more appropriate for electronic versions of learner evidence to be submitted so that presentation features/multi-media elements can be reviewed by the assessor. There must be arrangements in place to ensure the authenticity of work produced.

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.

### **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

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e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### **Opportunities for developing Core and other essential skills**

There are also opportunities in this unit to develop aspects of the Core Skills in *Communication* and *Information and Communication Technology (ICT)* at SCQF level 5.

Employability skills include the ability to be an effective communicator and this may involve preparing and making presentations. The content of this unit can therefore contribute to the learner's success in future workplaces. There could be opportunities to integrate with communication aspects of the curriculum.

This unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 6.



### Administrative information

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	31/05/17

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### General information for candidates

#### Unit title: Presentation Skills (SCQF level 8)

This section explains 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.

The effective use of presentation skills can give organisations a competitive edge. This unit gives you an opportunity to find out more about the key components of making an effective presentation. Effective communication is a key employability skill. You will plan, prepare and deliver a presentation, and then carry out a self-evaluation of all aspects of your performance.

Outcome 1 will help you develop an understanding of what makes a presentation successful and the software available to support a presentation. You will explore how to manage a presentation event; deal with questions, coping strategies and audience management.

Outcome 2 involves the preparation of a screen-based presentation of approximately 10 minutes in duration. You will be required to use software features, multi-media and a dynamic link to supplement the presentation content. The use of these features and formatting and layout should be appropriate to the audience and the time available for the presentation.

For Outcome 3 you will be required to deliver a screen-based presentation of approximately 10 minutes in duration. This is likely to be the presentation you devised in Outcome 2. You will be required to responding appropriately to questions from the audience. Following the presentation you will carry out an evaluation of your preparation and performance and make recommendations for your own future development in presentation skills.

Assessment of all three Outcomes may be combined in a task involving the preparation, development, delivery and evaluation of the same presentation. Alternatively, you may be asked to examine and make recommendations based on a case study for Outcome 1, before going on to develop and deliver your own presentation for Outcomes 2 and 3.

In the interests of authenticity, it is recommended that any outline plans, rough drafts, notes and reference materials you make use of are submitted along with your presentation and speaker notes.

This unit has the Core Skill of Problem Solving embedded in it, so when you achieve this unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.