

## Unit 16:

## Deliver a Presentation

**Unit reference number:** M/506/1914

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 17

---

### Unit summary

Whatever role you have within a business or the corporate world, presenting information clearly and effectively is an essential skill whenever you are informing, instructing or persuading an audience. Business presentations take many forms. Some are formal with lots of detailed information. How do you make sure the audience doesn't get lost in the detail and lose focus on the overall message? Some are informal and the difficulty is controlling the cross-talk. What about the technical aspects? What will you do if the projector breaks down; do you have a contingency plan? The outcome you want is that when the audience leaves the venue, they will remember the information and be impressed with the overall presentation. This unit offers some guidelines on how to accomplish that purpose.

In this unit you will learn how to identify the most appropriate presentation methods and media through analysis of advantages and limitations. You will consider your audience and how they can affect your presentation delivery. You will demonstrate your ability to organise all aspects of a presentation including the venue, equipment and resources. You will consider the importance of developing contingency plans to overcome issues during delivery of the presentation. You will demonstrate your ability to engage an audience during presentations and address questions, queries and behaviours effectively.

You will explore a range of evaluation methods and apply these techniques in order to identify if outcomes of delivered presentations have been achieved and where improvements could be made to future presentations.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the principles underpinning the delivery of presentations</p>	<p>1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations</p> <p>1.2 Explain how the type and size of the audience affects the delivery of a presentation</p> <p>1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations</p> <p>1.4 Explain voice projection and timing techniques when delivering presentations</p> <p>1.5 Explain the factors to be taken into account in responding to questions from an audience</p> <p>1.6 Explain different methods for evaluating the effectiveness of a presentation</p>
<p>2 Be able to prepare to deliver a presentation</p>	<p>2.1 Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation</p> <p>2.2 Develop contingency plans for potential equipment and resource failure</p> <p>2.3 Take action to ensure that the presentation fits the time slot available</p>

Learning outcomes	Assessment criteria
3 Be able to deliver a presentation	3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience 3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation 3.3 Use body language in a way that reinforces messages 3.4 Use equipment and resources effectively when delivering a presentation 3.5 Deliver a presentation within the agreed timeframe 3.6 Respond to questions in a way that meets the audience's needs 3.7 Evaluate the effectiveness of a presentation

## Unit amplification

---

### **AC1.1: Analyse the advantages and limitations of different methods of, and media for, making presentations**

- *Communication media*: verbal communication; written communication, e.g. slides, hand-outs; images, e.g. graphs, charts, diagrams; sound, e.g. audio clips, recordings; video, e.g. animations, embedded videos
- *Advantages and limitations*: audience, e.g. learning styles, ability; topic, e.g. appropriateness of media, validity, reliability; budget; audio visual equipment, e.g. availability, accessibility, telecommunications, power; written resources, e.g. production time, content, relevance, cost; verbal communication, e.g. effectiveness, direct communication, misinterpretation

### **AC1.2: Explain how the type and size of the audience affects the delivery of a presentation**

- *Presentations*: types, e.g. slideshow, practical demonstration, training, interview, pitching concepts and proposals
- *Audience size*: one to one; pairs; group, e.g. small, large; webinar, e.g. web-based delivery, unlimited in size
- *Delivery effects*: appropriate presentation type; appropriate communications media; content; delivery method and style; resource requirements; audience participation; technology; venue; length of presentation

### **AC1.3: Explain the factors to be taken into account in developing contingency plans when delivering presentations**

- *Contingency plans*: definition; reasons for contingency plans; possible alternatives, e.g. back up files, hard copy resources, replacement technology; technical/non-technical assistance
- *Factors*:
  - Information Technology: possible failure; availability of replacements
  - Access to resources: corrupted or lost; accessibility of back up files
  - Incorrect resources: wrong versions; missing information
  - Presentation hand-outs and materials: incorrect number of copies
  - Professional presentation behaviour: composure; respect
  - Issues with venue: emergency evacuation; catering; room size and arrangement; lighting and ventilation
  - Problems with audience: illness; emergencies; level of understanding; disruptive behaviour

**AC1.4: Explain voice projection and timing techniques when delivering presentations**

- *Voice projection techniques:* physical, e.g. posture, breathing, resonance; non-physical, e.g. relax, personality, passion
- *Timing techniques:* awareness of time limit; content planning, e.g. number of slides, complexity of information being presented; rehearsal of presentation timings; start on time; measure progress, e.g. timing check points; adjust if necessary; keep to plan

**AC1.5: Explain the factors to be taken into account in responding to questions from an audience**

- *Factors when responding to questions:*
  - o Planning: audience analysis, e.g. interest and concerns, anticipation of questions based on content; opportunities for questioning, e.g. during, after
  - o Understanding the question: listen carefully to full question; establish understanding before responding; seeking clarification
  - o Not knowing the answer: honesty; indicate when audience can expect a response
  - o Maintaining control: avoid side conversations during questions; repeat content if necessary; manage disruption
  - o Main questioner: actively include other attendees
  - o Irrelevant questions: keep discussion focussed on subject
  - o Hostile questions: stick to facts; find areas of agreement
  - o No questions asked: find subject/opinion that stimulates thought; opportunities for one to one questions afterwards

**AC1.6: Explain different methods for evaluating the effectiveness of a presentation**

- *Effectiveness of a presentation:* purpose and objectives met; level of audience understanding and response; clarity of presentation; quality of information and resources presented; appropriateness of content and level for audience; appropriateness of length; confidence of presenter; impact of environmental factors
- *Evaluation methods:* pre and post presentation testing; presenter review; self-assessment; group discussion; evaluations completed by attendees; monitoring of post-presentation actions

## Information for tutors

---

### Suggested resources

#### Books

Reynolds, G – *Presentation Zen Design: Simple Design Principles and Techniques to Enhance your Presentation* (2nd edition) (New Riders, 2014)

ISBN 9780321934154

Reynolds G – *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (2nd edition) (New Riders, 2011) ISBN 9780321811981

#### Websites

[www.office.microsoft.com/en-gb/powerpoint-help](http://www.office.microsoft.com/en-gb/powerpoint-help) – Microsoft Office: guidance of effective use of Microsoft PowerPoint to develop and deliver presentations

[www.skillsca.org](http://www.skillsca.org) – Skills CFA: The Sector Skills Council for Business and Administration

### Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

#### Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

## Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

This unit can be assessed holistically with other units within the qualification such as: *Develop a Presentation*.

Learners undertaking this unit should be able to provide naturally occurring evidence of their competence to deliver presentations in the context of their role, responsibilities and organisation. Evidence can be derived from activities including presentations associated with the delivery of training sessions, staff briefings, presenting management information or pitching a concept or idea.

In addition to assessment of presentations being delivered, learners are also required to capture evidence of preparations they make to ensure effective delivery of presentations. Assessors are encouraged to plan assessment of AC2.1 early into the unit, capturing the early stages of presentation preparation. Learners could have work products such as presentation plans, planning notes, internal or external correspondence or presentation materials that support achievement of this criterion, for example AC1.3 and AC2.2 (contingency planning).

Assessors should ensure the work products are sufficiently annotated, discussed or recorded in a reflective account to confirm its relevance and how it has been used to capture the knowledge and/or competence of the learner.

For learning outcome 1, assessors should ensure learners adhere to the use of command verbs such as 'explain' and 'analyse'. Guidance may be needed to clarify requirements of command verbs prior to assessment activities being planned.

Assessment of learning outcome 1 would best be through a reflective account providing the opportunity for the learner to link and apply their knowledge and understanding to their work activities in learning outcomes 2 and 3. For example learners could reflect on the advantages and limitations of the presentation method(s) used and how they could potentially improve on their use of the different methods in the future. Similarly, the learner could explain how they used the information about the type and size of the audiences in the planning and delivery of their presentations, and the voice projection and timing techniques used in their presentation delivery. The opportunity to obtain witness testimonies from presentation attendees could also be considered to validate this. AC1.5 should be considered when planning assessment of AC1.2 as there are likely to be clear links between the type of audience and the predicted audience questions.

Learning outcome 2 lends itself well to the use of work products, however assessors must judge whether evidence can contain confidential or commercially sensitive information, in which case, signposting of evidence is acceptable.

AC3.1, AC3.2, AC3.3, AC3.4 and AC3.5 should be achieved through the assessment of learners delivering presentation(s). It is recommended, where possible, to use direct observation and audio visual devices to capture the presentation. Where it is not possible to use direct observation, assessors could choose to interview attendees or encourage learners to present materials such as speaker notes, slideshows, hand-outs, post-presentation attendee evaluations and presentation planning notes for the purpose of assessment.

For AC1.6 and AC3.7, learners could consider providing a summative report to attendees and/or other relevant stakeholders based on feedback received during the evaluation process. Learners are encouraged to use feedback to suggest areas for presentation development and improvement.

Evidence of Recognition of Prior Learning (RPL) can be used in the unit to confirm competence.