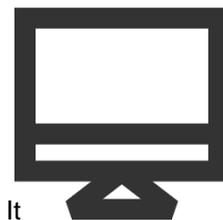


How to Guide for Presentation and Questioning

What is it?

This end-point assessment (EPA) method involves an apprentice presenting to an Independent End-Point Assessor (IEPA), and possibly a panel, on a particular work-related topic, and this is followed by a question and answer (Q&A) session, led by the IEPA. If a panel is involved, it would be made up of the IEPA, an employer representative and a member of staff from the Independent Training Provider that the apprentice has completed their off-the-job training with.



This method will assess the apprentice's understanding of a work-related subject and/or task and is also useful when knowledge and skills in an occupation cannot be directly observed in practice. It also allows apprentices to demonstrate skills within the standard directly; for example, the ability to deliver a presentation, structure information and share it with others. It will also allow demonstration of the ability to respond to questions as well as managing discussions.

For this EPA method, the questions will focus on allowing the apprentice to expand on the points they make in the presentation, and ensure that the standard is fully covered. Questioning on work-based practice reinforces the validity of the demonstrated knowledge, skills and behaviours (KSBs) and allows the apprentice to authenticate any further evidence they have produced; for example, if a Portfolio of Evidence has been completed.

Other Factors to Consider

Some apprentices may find giving a Presentation makes them nervous or anxious, and this may impact on their performance. It is also useful to remember that apprentices will not be given credit for any KSBs which are not included in the occupational standard; for example, their presentation skills or the ability to use high-tech resources during the Presentation.

There may be a set number of questions required for the Q&A section of this EPA method, and they are generally specific to the occupational standard and topic of the presentation. The content of the questions will normally be made available to the apprentice in advance of the Q&A activity, and the apprentice will usually be able to refer to any supporting documentation to help them answer the questions set.

How to Prepare

Some work areas are more likely to expect employees to give and deliver presentations than others. In a business or managerial setting, work-based presentations are commonplace, but in more practical contexts, presentations are less likely to occur. As for other EPA activities, preparation is key. Thorough planning of the Presentation would be good practice.

Apprentices should:

- practise giving presentations and talking to groups of people at work
- consider making notes to support their Presentation – **but this should not be a script to read from**
- find out if they can use supporting resources in the Presentation; for example, PowerPoint, Prezi etc.
- try to anticipate the questions they may be asked relating to their Presentation
- show their passion and interest for the subject of the Presentation – enthusiasm is contagious
- remember the importance of non-verbal body language - smiling and eye contact are important
- expand on the points they make by making clear links to their work experience and providing examples
- speak clearly enough for the audience to hear easily and consider what type of language is appropriate for a work-based professional presentation
- not rush through the Presentation - nervous speakers tend to talk very fast, be aware of this and slow down
- not read from a PowerPoint too much; if used, the talker should remember that the audience will more than likely be able to read the slides, so don't simply read them out if they are used
- put themselves in the audience's position; consider your Presentation from the other side and think about what you find engaging, interesting and important!