Silver Unit 10 - Presentation Software

Relevant LINKS

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Handbook home page **[2]**

Overview

This is the ability to use software applications to produce effective presentations, which include a combination of media (eg images, animation and sound) for education, entertainment or information sharing.

Summary

A. A Silver user can use a range of basic presentation software tools and techniques to produce straightforward or routine presentations. Any aspect that is unfamiliar will require support and advice from others.

Presentation tools and techniques will described as ‘basic’ because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

Examples of context: A slide show with text and images

Activities supporting the assessment of this award

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 1 qualifications

- Achievement at QCF level 1 (EQF Level 2) reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
- Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to

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the area of study or work

- Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.

- Take responsibility for completing tasks and procedures subject to direction or guidance as needed

Requirements

- Standards must be confirmed by a trained Silver Level Assessor or higher

- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org Markbook Site.

- Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their e-portfolios and on-line work. Assessors should ensure that relevant web pages are available to their account manager on request by supply of the URL.

- When the candidate provides evidence of matching all the criteria to the specification subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.

- When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidate's success will be confirmed and the unit certificate will be printable from the web site.

- This unit should take an average level 1 learner 30 hours of work to complete.

Assessment Method

Assessors can score each of the criteria L, S, H. N indicates no evidence and is the default starting position. L indicates some capability but secure capability has not yet been achieved and some help is still required. S indicates that the candidate can match the criterion to its required specification. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the unit.

Expansion of the assessment criteria

1. Input and combine text and other information within presentation slides

1.1 I can identify what types of information are required for the presentation.

The candidate should demonstrate that they can identify relevant types of information for their presentation from a selection that may be provided. At this level it is likely that text information and graphics will most common but others are permitted.

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Evidence: At least two different types of information featuring in minimum of 2 presentation files.

Additional information and guidance

Candidates should appreciate that the size of graphics files is relevant in determining the suitability of this type of information. In most cases compression will help and they can be supported with achieving this.

1.2 I can select and use different slide layouts as appropriate for different types of information.

The candidate should be able to choose relevant layouts from slide templates provided.
Evidence: At least two different layouts of information featured in a minimum of 2 presentation files.

Additional information and guidance

Candidates should use the layout templates to make heading clear, separate text and graphics.

1.3 I can enter information into presentation slides so that it is ready for editing and formatting.
Candidates should demonstrate the routine competence to enter text and graphics into a presentation.

Evidence: A minimum of 2 presentation files with appropriate content.

Additional information and guidance

Candidates can enter text, graphics or other data tapes by import or cut and paste.

1.4 I can identify any constraints which may affect the presentation.

Candidates should identify constraints that might affect their presentation including for example, copyright licenses for content, nature of their audience, available hardware, implications of making the presentation available to others in terms of file formats, sizes of files.

Evidence: Notes related to planning or evaluation of their work.

Additional information and guidance

At this level it is best to focus on copyright in the sense that they should be sure content is eligible for use. This could result in questions rather than understanding all the details of copyright licenses. The same is true of file formats which can be complex. File size should be more obvious and should be checked but again action to compress files optimally is beyond the scope of level 1. It is important that they realise that there is an efficiency issue that although not a significant problem in one set of circumstances could become so in another.

1.5 I can combine information of different forms or from different sources for presentations.

Candidates' presentations should involve at least two different data types e.g. text and graphics and they should be able to source information from different web sites keeping in mind copyright constraints.

Evidence: Presentation with different forms of information combined to give a relevant message.

Additional information and guidance

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It should be largely self-evident from the presentation content that this criterion has been matched. The candidate might need some direction as to where to get the relevant information but when they have it they should be able to combine it effectively in their presentation.

1.6 I can store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

Candidates should be able to give presentations sensible file names and save them in a default format to a logical place in the filing system. They should be able to find their files and open them routinely.

Evidence: Observation by the assessor, sensible filenames on files submitted for moderation.

Additional information and guidance

At this level there is no requirement to be able to use "save as" but it is worth considering introducing the concept to enable greater choice in software and to underpin the emphasis on open systems and interoperability.

2. Use presentation software tools to structure, edit and format slides

2.1 I can identify what slide structure to use.
Candidates should identify an appropriate layout to use for their presentation.

Evidence: From the finished presentation

Additional information and guidance

This is simply deciding headings, font size and style, position of graphics and text. In general simple is better. Discourage multiple type faces and sizes and fancy difficult to read fonts.

2.2 I can select and use an appropriate template to structure slides.
Candidates should choose a suitable template from a predefined selection that will support their identified structure.

Evidence: From the finished presentation

Additional information and guidance

There might need to be some compromise between the identified structure and selecting the template if there are no templates available that give a precise match. Assessors can provide additional templates but the identification and selecting should be from several.

2.3 I can select and use appropriate techniques to edit slides.

Candidates should be able to

- edit text, position and scale and crop images,
- add and delete slides,
- add animation effects to objects and transitions between slides and remove them

Evidence: From assessor observations and finished presentation

Additional information and guidance

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2.4 I can select and use appropriate techniques to format slides.

Candidates should be able to apply bullet points and achieve appropriate white space and information balance on slides to make information accessible. They should be able to re-order slides and check use of colour and background.

Evidence: From the final presentation files.

Additional information and guidance

The candidate's final slides should be formatted so that the information has impact and is appropriate for the target audience.

3. The candidate will prepare slides for presentation to meet needs

3.1 I can identify how to present slides to meet needs and communicate effectively.
Candidates should demonstrate awareness of timing, content and the meaning conveyed by their slides.

Evidence: From dialogue with the assessor, final presentation files.

Additional information and guidance

At this level the candidate should be applying routine good practice such as consistency and simplicity. Presentations should not distract from the key message of the information by over-use of effects, styles and animations. Just because they are there is not a good reason to use them!

3.2 I can prepare slides for presentation.

The candidate should ensure that slides are correctly ordered and that the presentation starts from the beginning, they should print hand-outs and/or speaker notes.

Evidence: Assessor observations and file presentation files.

Additional information and guidance
Candidates should prepare the slides into a coherent presentation.

3.3 I can check presentation meets needs, using IT tools and making corrections as necessary.
Candidates should demonstrate the competence to review work checking timing, spelling, grammar content, if necessary by asking peers and others.

Evidence: Presentation files that are fit for purpose and free from errors.

Additional information and guidance

Note that simple presentations that are free from errors are more important at this level that complex presentations that are full of errors. Evidence should be error free since getting other to independently check is a sound quality assurance practice.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-

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line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

Source URL: https://theingots.org/community/SIL1U10X

Links
[1] http://theingots.org/community/ITQ_UNIT_development
[2] http://theingots.org/community/handbook2

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