Gold Unit 10 - Presentation Software

Relevant LINKS

BACK TO ITQ UNITS **[1]**

Handbook home page **[2]**

Overview

This is the ability to select and use a wide range of presentation software tools and techniques effectively to produce presentations that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Presentation tools and techniques will have the following characteristics:

- the software tools and functions used will be at times non-routine or unfamiliar;
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.

Examples of context: A slide show with animations, transitions, video, sound or linked to an external or web-based data source

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 2 qualifications

- Achievement at QCF level 2 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

Requirements

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

- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification 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 2 learner 40 hours of work to complete.

Assessment Method

Assessors can score each of the criteria N, L, S or H. N indicates no evidence. L indicates some capability but some help 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 a S on all the criteria to achieve the full award.

Expansion of the assessment criteria

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

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

Candidates should identify at least 3 different types of information in any one presentation from text, drawings, images, tables, video, audio.
Evidence: Submitted files, centre devised test

Additional information and guidance
Types of information can also include quantitative, qualitative, humour, factual and other considerations but candidates also need to demonstrate knowledge related to technical content types.

1.2 I can enter information into appropriate presentation slides so that it is ready for editing and formatting

Candidates should associate information with slide titles and the flow of information through the presentation entering information accordingly.
Evidence: Submitted files, centre devised test

Additional information and guidance
The important aspect is that information is appropriately organised in broad sections so that there is

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at least an introduction, middle and conclusion to the presentation.

1.3 I can insert charts and tables into presentation slides
Candidates should demonstrate that they can insert these content types in appropriate places.

Evidence: Submitted files, centre devised test

Additional information and guidance
This is includes charts output from spreadsheets and other software applications.

1.4 I can insert images and video or sound to enhance the presentation
Candidates should demonstrate that they can insert these content types AND that these enhance the presentation rather than distract from the central message.

Evidence: Submitted files, centre devised test

Additional information and guidance
Audio effects in particular can be a distraction and weaken otherwise sound presentations. The key point is that any media added should clearly improve the presentation rather than simply be there because it can be.

1.5 I can identify any constraints which may affect the presentation

Candidates should be able to identify copyright licensing, file size and type and accessibility issues.

Evidence: Submitted files, centre devised test

Additional information and guidance
Any content imported from third party sources should be appropriately licensed and assessors need to check that the candidate has done this. File sizes and types should be manageable and accessibility reasonable. There is a link here for a simple consideration of colour [3].

1.6 I can organise and combine information of different forms or from different sources for presentations

Candidates should organise and combine information effectively to support a message dealing appropriately with any of the constraints identified.

Evidence: Submitted files, centre devised test.

Additional information and guidance

Presentations should consist of a combination of appropriate information. They should operate smoothly and effectively.

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

Candidates should save presentation files with sensible names and in sensible locations.

Evidence: Assessor observations, devised test

Additional information and guidance

This is simply a matter of giving files sensible names and managing them effectively in user directories or similar places.

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

2.1 I can identify what slide structure and other presentation effects to use
Candidates should identify structures and effects that enhance rather than distract.

Evidence: Submitted files, centre devised test

Additional information and guidance
This could be part of a planing process and linked to the IPU units.

2.2 I can select, change and use appropriate structure and presentation effects for slides
Candidates should practically implement structures and effects into their presentation autonomously.

Evidence: Submitted files, centre devised test

Additional information and guidance
This is about implementation of things like animation effects and slide transitions. Quite often, simpler is better.

2.3 I can select and use appropriate techniques to edit slides and presentations to meet needs.
Candidates should be self-sufficient in identifying editing and formatting needs to produce an effective presentation

Evidence: Submitted files, centre devised test

Additional information and guidance
The focus should be on editing the presentation rather than detailed skills in editing content which is covered in other units. It is expected that candidates should be able to change file formats e.g. .svg to .png or jpg, crop and trim images to save space.

2.4 I can select and use appropriate techniques to format slides and presentation
Candidates should produce slides where the information is easily accessible and attractively and efficiently presented.

Evidence: Submitted files, centre devised test

Additional information and guidance
This includes using bullet lists, text spacing and where appropriate text wrap. Encourage consistent use of fonts and sizes.

2.5 I can identify what presentation effects to use to enhance the presentation.
Candidates should enhance slides using built in effects.
Evidence: Submitted files, centre devised test

Additional information and guidance
Candidates needs to explore and decide on what kinds of enhancement they might use for their presentation and decide which ones are relevant to make it more attractive and what ones will just cause unnecessary distraction. The enhancements, as detailed more in 2.6, will be animations, transitions and other elements such as 3D letters.

2.6 I can select and use animation and transition effects appropriately to enhance presentation
Candidates should practically implement animation and transition effects for their presentation for objects on slides and movement between slides.

Evidence: Submitted files, centre devised test

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Additional information and guidance
Encourage simplicity and consistency.

3. Prepare slideshow for presentation

3.1 I can describe how to present slides to meet needs and communicate effectively
The candidate should describe the relationship between the presentation of their slides and the message they are attempting to communicate. This should include reference to the audience.

Evidence: Submitted files, centre devised test

Additional information and guidance

Candidates should make it clear through a description of the sequencing on the slide, highlighted points or other forms of emphasis, how the presentation metts the needs of the audience. What information do they need? What are the priorities and how are the priorities presented so that they are memorable. Tell the audience what you will be presenting at the beginning, tell them about it in the middle and then tell them what they should have learnt in a summary at the end.

3.2 I can prepare slideshow for presentation

Candidates should review timings, sequence and impact and adjust their presentation accordingly.

Evidence: Assessor observation, submitted files, centre devised test

Additional information and guidance
Candidates should be encouraged to rehearse their presentations and respond positively to critical feedback from peers, refining and improving final products. They should practice getting presentations to precise timings - a common fault is to run out of time and have to race through the last slides. Many professionals end up with bad timing that could be avoided through rehearsals.

3.3 I can check presentation meets needs, using IT tools and making corrections as necessary

Candidates should check all aspects of their presentation and employ peer review to ensure that it meets the needs of the intended audience.
Evidence: Submitted files

Additional information and guidance
Aspects to check include: Spell check; grammar check, orientation, layout, slide order, text alignment and formatting, accuracy, clarity, transitions and timings

3.4 I can identify and respond to any quality problems with presentations to ensure that presentations meet needs
Candidates should use their own quality assurance check list together with peer review to identify and issues and they should be largely self-sufficient in fixing any problems.

Evidence: Assessor observations, submitted files

Additional information and guidance
With thorough checking and peer review level 2 presentations should be free from errors and operate smoothly.

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/SIL2U10X

Links
[1] http://theingots.org/community/ITQ_UNIT_development
[2] http://theingots.org/community/handbook2
[3] http://webstandards.psu.edu/accessibility/tech/color/colorblind

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