Level 3 - Unit 10 - Presentation Software (6 credits)

Platinum - Unit 10 - Presentation Software

Relevant LINKS

BACK TO ITQ UNITS **[1]**

Handbook home page

Overview (Under Development)

The candidate can understand and create a series of slides and presentations using the advanced features and facilities of the application. They need to be able to use complex formatting and layouts, as well as approved styles, to ensure the presentations are fit for purpose and can be used in a professional environment.
They need to be able to format the presentations and use the more advanced tools to present the slides and they need to quality control the final outcomes.

A work activity will typically be 'non-routine or unfamiliar' because the task or context is likely to require some preparation, clarification or research to separate the components and to identify what factors need to be considered. For example, time available, audience needs, accessibility of source, types of content, message and meaning, before an approach can be planned; and the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

Example of context – an example might be a presentation to parents about why Year 11 students should choose a particular subject to study for A level or similarly complex topic.

Activities supporting the assessment of this unit **[2]**

Example of work at this level **[3] (coming soon)**

Assessor's guide to interpreting the criteria

General Information

QCF general description for Level 3 qualifications

- Achievement at QCF level 3 (EQF Level 4) reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

- Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.

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- Address problems that, while well defined, may be complex and non-routine. Identify, select and use appropriate skills, methods and procedures. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

- Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others. Exercise autonomy and judgement within limited parameters information and ideas

Requirements

- Standards must be confirmed by a trained Platinum 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 and files 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 3 learner 50 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. Candidates will input and combine text and other information within presentation slides

1.1 I can explain what types of information are required for the presentation
Candidates should be able to formulate a clear plan including any complex interactive or embedded elements.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

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Additional information and guidance

A successful project can only be achieved by a clear and detailed plan. Candidates should show what it is they intend to present, how and what information they will gather to make it work, what advanced features they will use and where to enhance the presentation. The more detail they provide in their plan, the better the final objective will be. They can use on-line planning tools [4] in order to give them a clear direction. Contact TLM if you want to use our on-line tool or download and install it yourself on your own network or home machine. The candidates need to fully explain the data and information they will use, this will include file formats, extensions, as well as any external tools required such as when they use video content. It will be useful to explore existing presentations to see what features they use and explain how they might make their own work effective. They might explore software other than desktop based systems such as using something like Prezi [5]. Using this type of software, or other cloud based systems, the candidates will need to explain what the advantages and disadvantages will be to their final work. The online guides [6] of most presentation software is a usual place to look at features.

1.2 I can enter text and other information using layouts appropriate to type of information
Candidates should be able to demonstrate a good understanding of the chosen presentation application.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

The plans devised in 1.1 above should be achievable and some initial trials would be useful so that candidates can see if they have the skills to make some of their findings work and also if they are appropriate. A clear understanding of the client's needs for the presentation should stop any wasted time on unnecessary complexity. It may be useful to devise a wish list from clients, showing them what is possible, before discussing with them their ultimate needs. The choice of templates used, whether they are pre-made ones or custom made by candidates, need to aid the presentation and not distract. It is easy to overdo this [7] element and make the information be clouded by too many interactive items or an over busy template choice.

1.3 I can insert charts and tables and link to source data
Candidates should be able to mix information from other sources in order to enhance their presentations.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Most presentations will be greatly improved by the addition of charts and tables and these can either be embedded into the presentations or be designed as part of it using table temples. Candidates should also try to link documents from other linked applications such as spreadsheets which will already have custom charting tools. The advantage of linking to actual spreadsheets or databases is that the presentation material will change if the underlying linked data is changed which makes it more usable outside of fixed working environments.

1.4 I can insert images, video or sound to enhance the presentation
Candidates should be able to use advanced media techniques to improve their presentations.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Most presentations will benefit greatly from the addition of media such as images and multi-media such as sound and video. In the case of video, it might be more efficient to link this material, rather than embed large files. As with the charts and tables above, linking means that if the source material

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changes, the presentation will still be valid, although the downside is that if the source material is removed, you will be left with a blank slide. These issues need to be considered in the planning phase in 1.1 above. The following just illustrates how easy it is to embed videos into any system.

1.5 I can identify any constraints which may affect the presentation
Candidates should be able to identify and explain some of the potential limitations on their presentations.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Candidates need to have a good awareness of the wider aspects of their presentation. This might be quite basic elements such as a poor environment to actual present, perhaps with poor lighting or acoustics, through to limitations of an infrastructure nature such as limited bandwidth on a network where they present which may impede their multimedia if it is stored externally. It could also be networks blocking things such as Flash which they might be using. Other constraints might be the nature of the audience having some impediment to their ability to view the presentation, such as colour blindness or limited hearing. All of these potential issues need to be considered and addressed from the candidates. It might be useful, as part of their overall plan, to build in their analysis of these constraints and any solutions to overcome them they have thought about and might implement. All of this will make their unit far more comprehensive.

1.6 I can organise and combine information for presentations in line with any any constraints
Candidates should be able to demonstrate an ability to overcome any identified constraints.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

The presentations should show how they addressed the constraints identified and analysed in 1.5.

1.7 I can store and retrieve presentation files effectively, in line with local guidelines and conventions where available
Candidates should be able to successfully manage their files and work to local or national guidelines as appropriate.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

The candidates need to consider how to use their work in an efficient and effective way and incorporate any local guidelines or conventions so that it is fit for purpose. This might include file types and naming conventions as well as issues relating to product lifetime if they are creating it for someone else. They might also need to make sure that they have complied fully with any rules and regulations about health and safety or copyright etc. Local guidelines might include "house styles" which will relate to colours, logos and fonts that are allowed if they are making it for a company or other organisation. Storing the file effectively will mean giving it a decent name which will allow easy retrieval by someone else.

2. Candidates will use presentation software tools to structure, edit and format presentations

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2.1 I can explain when and how to use and change slide structure and themes to enhance presentations
Candidates should be able to detail the reasons for their actions built in to their plans, particularly ones that are designed to improve existing features.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

In a small number of cases, candidates may be lucky to find an ideal slide style and be able to use a small amount of modifications to get the job done, but it is more likely they will need to make major modifications and bespoke customisations. However, all of these need to be justified and not just because the candidate thought it was a good idea. There needs to be some rationale and preferably some evidence to back up the changes. What makes a good colour match?
What is an ideal number of transitions? What fonts work better in a professional context? All of these can be used as a guide to asking and answering their development questions. There has to be a sense that there will be an enhancement as a result. What exactly will this mean and what is the best way to achieve this?

2.2 I can create, amend and use appropriate templates and themes for slides
Candidates should be able to develop or modify slides for their intended audience.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Candidates will need to interact with their customer in order to make sure that the design choices they make are suitable. Just because they like the look of a template, does not mean anyone else will. The choice has to be right for the information being conveyed and the expected audience. If they have a dialog with their customer, they can build this in to their designs and they can also use a sign off process so that each change and modification they make has been agreed. It may be that the client has found the template they would like, but need some minor modifications. The candidate can make these or suggest other designs that they have made or found.

2.3 I can explain how interactive and presentation effects can be used to aid meaning or impact
Candidates should be able to explain the effects they choose and what their impact is intended to be.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

It is easy with presentations to add lots of affects which effectively loose the audience. The skill at this level is to choose the right ones and use them in the right place. It is not as easy as it sounds and will take some practice and skill. Candidates need to show that they have explored the full range of potential effects and that they have thought carefully about how they would work in their environment and considered how and when to use them. Equally, they need to show which ones they have rejected and why they made this decision as this is equally important. In many cases, a customer might want an effect which the candidate thinks is the wrong choice and they would need to say why. The important thing is not to lose site of what they are trying to do. They have too get across some meaning and impact and that will take careful planning and consideration of the available options.

2.4 I can select and use appropriate techniques to edit and format presentations to meet needs
Candidates should be able to perfect the format of the presentations and edit them to meet needs.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

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Additional information and guidance

Much of this will be carried out in consultation with the client since it is their needs which ultimately need to be met. Candidates will need to show an excellent level of understanding and application of editing and formatting skills to make sure the presentations are as good as they can be. The editing will need to be done to make sure it improves the overall presentation and does not take away any important impact or meaning and the format needs to be in line with the goals of the overall presentation. Any media used needs to be adjusted to make sure it works properly and the various elements and interactions need to be tested to make sure they are effective and suitable in all situations.

2.5 I can create and use interactive elements to enhance presentations
Candidates should be able to make their own interactive elements.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Candidates will need to explore different options in order to make their presentations stand out. There are plenty of online systems such as ones to create 3D lettering [8] that can be used. These interactive elements need to be used as appropriate and candidates need to show skill in choosing the right ones and using them in the appropriate places to create desired effects and impact.

2.6 I can select and use animation and transition techniques appropriately to enhance presentations
Candidates should be able to use the built in effects to enhance their presentations.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Built in animations and slide transitions can be used, depending on the application. Candidates, in their planning, should explore some of the best ones to use and make some notes about what they intend to use and why to justify their final choices.

3. Candidates will prepare interactive slideshow for presentation

3.1 I can explain how to present slides to communicate effectively for different contexts
Candidates should be able to explain how they intend to present their information and how this will change in different contexts.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

It would be useful if candidates can practice their presentations with different audiences and settings and be able to evaluate how this works. The context will often determine how the presentation works. The candidates can then learn how to present their information, what pace to use, how to manage the transitions. If the audience is really engaged, they need to adjust the pace and not rush through so that there is more participation, or, if the audience is not engaged, move quickly through and limit their own comments or try to re-engage the audience. Candidates need to say what they think makes for goo communication and give examples, either through their own experience or examples from other areas.

3.2 I can prepare interactive slideshow and associated products for presentation

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Candidates should be able to work out the best way to present their presentations.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Depending on what they find from 3.1 above, candidates can work out how best to develop their presentation. Some packages have built in automation tools and these can be used if that is the way the presentation will be working, but in most cases they will need to work out how to present and built in some comments for each slide to act as prompts for when they deliver the material. If they need additional prompts, they need to plan how to incorporate these. In some cases, it might be useful to have physical objects to pass around a room when they are presenting. A physical object will give a better connection for the audience than sounds and pictures alone. They might also try and involve the audience in the presentation by getting them to follow actions or move to different groups to work on things. This will all depend on what the presentation is for and what is intended as an outcome for the audience.

3.3 I can check presentation meets needs, using IT tools and making corrections as necessary
Candidates should be able to quality check their final presentation.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

The candidates need to use spelling-checks, but also check over the presentation several times to make sure there are no timings issues or other errors that will ruin the presentation. They might also check it with a small test audience to get some feedback and make any needed corrections before the final run.

3.4 I can evaluate presentations, identify any quality problems and discuss how to respond to them
Candidates should be able to fully evaluate their presentations and respond professionally to any problems.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

Candidates should look critically at their own presentations and evaluate them in terms of their strengths and weaknesses or areas for improvement. Did the audience respond as they expected? Was the timing the same in front of an audience? Were the animations and transitions OK, or were they distracting from the message? All these aspects need to be discussed and commented on from the candidates and any areas that can be improved need to be. They might also hand out feedback sheets after the presentation or interview people on camera if they are willing as this will give invaluable advice on how it went and this can be compared to what was intended and expected.

3.5 I can respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose
Candidates should be able to formulate a clear plan including any complex linking activities such as mail merges or links to other applications.

Evidence: will be provided by candidate's portfolios and assessor observations and feedback.

Additional information and guidance

No-one is perfect and even long-time professional presenters can make mistakes. The key is to be able to respond to these in a gracious way and learn from them. Was it fit for purpose? If so, how and if not, what was not quite right? How much did the planning help? How much different is the

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presentation with different audiences? Can this be adjusted for?

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 dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios and through signed witness statements associated with the criteria matching marks in the on-line markbook. Before authorizing certification, the Account Manager must be satisfied that the assessors judgements are sound.

Source URL: https://theingots.org/community/sil3u10x

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