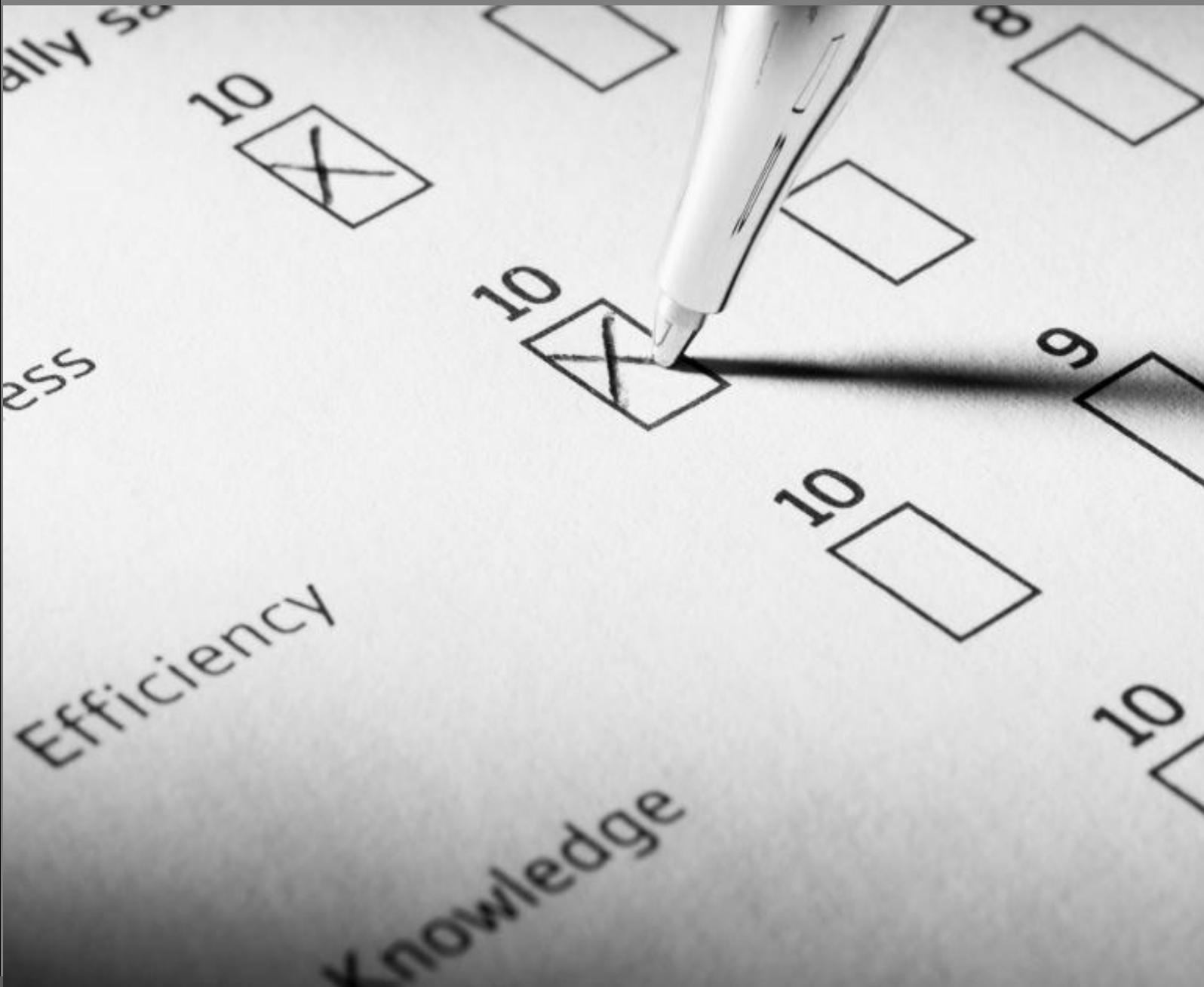




Deliver a short oral presentation in English

D1.LAN.CL10.05

Assessor Manual



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D1.LAN.CL10.05

Assessor Manual



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for foods, tourism
& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: DELIVER A SHORT ORAL PRESENTATION IN ENGLISH		NOMINAL HOURS: 60
UNIT NUMBER: D1.LAN.CL10.05		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to deliver a short oral presentation in English		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare for an oral presentation</p> <p>1.1 Define <i>the audience</i> for the oral presentation</p> <p>1.2 Select <i>the topic</i> of the oral presentation suitable for the audience</p> <p>1.3 Locate sources of information to support the oral presentation</p> <p>1.4 Select <i>relevant information</i> to be included in the oral presentation</p> <p>1.5 Organise information in a logical order for the oral presentation</p> <p>1.6 Check that the presentation is grammatically correct and contains a good range of vocabulary</p> <p>Element 2: Deliver a short oral presentation</p> <p>2.1 Rehearse oral presentation</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to the knowledge and skills required to deliver a short oral presentation in English in the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Food and Beverage Service 3. Food Production 4. Travel Agencies 5. Tour Operation <p><i>The audience</i> for the oral presentation may include:</p> <ul style="list-style-type: none"> • Fellow classmates • Colleagues • Potential customers • Trainers. 	

2.2 *Deliver an oral presentation appropriately* for five minutes on a researched topic of interest

2.3 Answer questions following the oral presentation

Element 3: Evaluate a short oral presentation

3.1 Gather *feedback* from others regarding the oral presentation

3.2 Reflect on feedback

3.3 Describe how the oral presentation could be improved in the future

The topic of the oral presentation may include:

- Recommended destinations
- Benefits of train travel
- Range of accommodation
- Food
- How chocolate is made
- Eco-tourism issues
- Superior customer service
- Handling complaints
- Occupational health and safety issues.

Relevant information to be included in the presentation refers to:

- Selecting material that is relevant to the purpose of the talk and the audience
- Explaining technical terms.

Deliver an oral presentation appropriately refers to:

- Having content that is interesting and relevant
- Speaking clearly, audibly, having correct pronunciation and avoiding repetition
- Having eye contact with the audience, not focusing on one person
- Referring to notes not reading from them
- Using accurate grammar, such as linked sentences to convey ideas in a consistent tense (past, present, future); using a wide range of vocabulary; using complete sentences; avoiding using too many adjectives
- Presentation content is organised and has a logical structure (i.e. Has an introduction, body and conclusion)

- Paying attention to body language and gestures that may be distracting to the audience
- Answering questions clearly, succinctly and directly with responses that address the questions.

Feedback comments may include:

- Presentation, content and organisation
- Delivery
- Body language
- Eye contact
- Use of notes
- Language
- Answers to questions.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to deliver a five minute oral presentation appropriately on a researched topic
- Ability to answer questions following the oral presentation with responses that address the questions
- Ability to reflect on feedback given from peers on the oral presentation.

Linkages To Other Units

- Gather and present product information
- Promote products and services to customers
- Research and share information on indigenous cultures
- Prepare and present tour commentaries
- Source and present information.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to select an appropriate topic suitable for a particular audience
- Demonstrated ability to locate and research information for a short oral presentation
- Demonstrated ability to deliver an oral presentation that is easy to follow and maintains audience interest
- Demonstrated ability to organise talk in a logical fashion
- Demonstrated ability to use accurate grammar
- Demonstrated ability to use a wide range of vocabulary
- Demonstrated ability to link sentences effectively to convey ideas
- Demonstrated ability to gather audience feedback and reflect on it for future talks.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of situations where people are required to give short oral presentations in English.

Resource Implications

Training and assessment must ensure there is access to:

- Suitably qualified English as a second language (ESL) teachers.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Role plays

- Oral questions
- Follow up feedback checklists
- Written reflections on oral presentation.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Research and select information for oral presentation
Communicating ideas and information	2	Deliver oral presentation using linked sentences to convey ideas and information
Planning and organising activities	2	Rehearse oral presentation
Working with others and in teams	1	Seek feedback on oral presentation
Using mathematical ideas and techniques	1	Time oral presentation
Solving problems	2	Apply problem solving strategies
Using technology	1	Use office equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Deliver a short oral presentation in English D1.LAN.CL10.05
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Describe 3 different types of audience. Colleagues, classmates, managers, friends, staff, visitors, board of directors.	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify three things you should know about an audience when developing a presentation. Age, educational background, their job, why they are attending, interests, how much they know about the topic.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
<p>3. Describe three places where you could get information for a presentation.</p> <p>Internet, journals, survey, books, magazines, marketing data, personal experience</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. When selecting relevant information for your presentation, what are three things you should consider?</p> <p>Know your audience, have a clear goal, have an outline prepared, understand the context or reason for delivering a presentation, make sure information is from reliable and appropriate sources</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Name the parts of a presentation.</p> <p>Introduction, outline, main body, summary, conclusion, questions</p>	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
<p>6. What should an introduction include?</p> <p>Greeting, your name, title of your presentation, purpose of your talk</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Describe three ways to greet the audience.</p> <p>Good morning, good afternoon, good evening, hello</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. What is a recommendation?</p> <p>It is a suggestion that is based upon evidence from your presentation.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
<p>9. What are two things you should focus on when you are practising your presentation?</p> <p>Voice and body language (tempo, volume, gestures)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Describe three things about body language that you should be aware of during your presentation?</p> <p>Eye contact with the audience, not too much body movement, some hand gestures, stand up straight,</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Describe three points of focus for speaking when delivering your presentation.</p> <p>Refer to notes but do not read from them, avoid repetition, speak clearly, use appropriate tempo, make sure everyone can hear you</p>	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
<p>12. Describe two things you can do to prepare for the question part of your presentation.</p> <p>Prepare content thoroughly, predict the types of question you may be asked, direct the audience to the topic, allow enough time for questions</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Outline three things to consider when answering questions.</p> <p>Listen, clarify the question, include all of the audience, respond clearly and succinctly, stay on topic</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>14. How can you gather feedback for a presentation?</p> <p>Survey, evaluation form, interview, questionnaire, film or record the presentation</p>	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
<p>15. When reflecting on feedback, describe three things that you should do.</p> <p>Listen carefully, do not take it personally, look for evidence that supports the feedback, identify one or two main areas for focus, accept criticism as a positive process</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. Describe three common areas that people need to improve in presentations.</p> <p>Body language, grammar, vocabulary, tempo, content, question response</p>	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Deliver a short oral presentation in English – D1.LAN.CL10.05

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What do you need to know about your audience before making a presentation?

2. Can your classmates be a suitable audience?

3. What factors influence the selection of an appropriate topic for a presentation?

4. Write down four sources of appropriate information for a presentation about places of interest in your home town.

5. List the main parts of an outline.

6. Which statement below is NOT true about selecting relevant information for a presentation?

- a) Make sure the information relates to your topic
- b) Read from your notes
- c) Use a variety of information sources
- d) Check your information carefully

7. Put the parts below in the correct order.

conclusion introduction questions recommendations main body
outline

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

8. Circle the correct sentence below.

- a) What proportion of the total costs are paid by the company?
- b) What proportion of the total costs is paid by the company?

9. Circle the correct sentence below.

- a) How many people are in the audience?
- b) How many people is in the audience?

10. You should speak as fast as you can in a presentation? (True or false)

11. You should start your presentation quietly and end the presentation speaking loudly. (True or false)

12. You should use some hand gestures during your presentation. (True or False)

13. You should answer all questions, even if they are off the topic. (True or false)

14. What language could you use to clarify the meaning of a question?

15. Write down three ways to gather feedback.

16. Why is reflecting on feedback important?

17. Write two things you should do when reflecting on feedback.

18. Write down three main issues that foreign language learners often have with making presentations.

19. Write down two ways to improve pronunciation.



Answers to Written Questions

Deliver a short oral presentation in English – D1.LAN.CL10.05

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What do you need to know about your audience before making a presentation?

Age, background, interests, their reason for attending.

2. Can your classmates be a suitable audience?

Yes!

3. What factors influence the selection of an appropriate topic for a presentation?

Relevance to the audience, your interest in the topic, having access to appropriate information.

4. Write down four sources of appropriate information for a presentation about places of interest in your home town.

Internet, books, journals, data from work, surveys, books, interviews.

5. List the main parts of an outline.

Why you are presenting, the main points you will be discussing, that there will be time for questions.

6. Which statement below is NOT true about selecting relevant information for a presentation?

b) Read from your notes

7. Put the parts below in the correct order.

- a) Introduction
- b) Outline
- c) Main body
- d) Recommendations
- e) Conclusion
- f) Questions

8. Circle the correct sentence below.

b) What proportion of the total costs is paid by the company?

9. Circle the correct sentence below.

a) How many people are in the audience?

10. You should speak as fast as you can in a presentation? (True or false)

False

11. You should start your presentation quietly and end the presentation speaking loudly. (True or false)

False

12. You should use some hand gestures during your presentation. (True or False)

True

13. You should answer all questions, even if they are off the topic. (True or false)

False

14. What language could you use to clarify the meaning of a question?

Could you repeat the question, please? Do you mean.....? Are you asking about ... or...?

15. Write down three ways to gather feedback.

Surveys, questionnaires, interviews, record/film.

16. Why is reflecting on feedback important?

It helps to identify problems and shows areas for improvement.

17. Write two things you should do when reflecting on feedback.

Listen carefully, check for evidence in your presentation, identify main areas for improvement, and not take the feedback personally.

18. Write down three main issues that foreign language learners often have with making presentations.

Pronunciation, speaking too fast or too slow, limited vocabulary, hesitation, grammar mistakes, reading from notes, inappropriate body language.

19. Write down two ways to improve pronunciation.

Listen to Native English speakers, watch TV, practice producing sounds, record yourself speaking.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Deliver a short oral presentation in English D1.LAN.CL10.05
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Prepare for an oral presentation b) Deliver a short oral presentation c) Evaluate a short oral presentation 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Prepare for an oral presentation		
Define the audience for the oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Select the topic of the oral presentation suitable for the audience	<input type="checkbox"/>	<input type="checkbox"/>
Locate sources of information to support the oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Select relevant information to be included in the oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Organise information in a logical order for the oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Check that the presentation is grammatically correct and contains a good range of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: Deliver a short oral presentation		
Rehearse oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Deliver an oral presentation appropriately for five minutes on a researched topic of interest	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions following the oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Evaluate a short oral presentation		
Gather <i>feedback</i> from others regarding the oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
Reflect on feedback	<input type="checkbox"/>	<input type="checkbox"/>
Describe how the oral presentation could be improved in the future	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to student and trainer/assessor		
Strengths:		
Improvements needed:		

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Deliver a short oral presentation in English D1.LAN.CL10.05		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Defines the audience for an oral presentation and selects an appropriate topic for the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locates sources of information to support the oral presentation and selects relevant information to be included in the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organises information in a logical order for the oral presentation checking the presentation is grammatically correct and contains a good range of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rehearses and delivers oral presentations lasting at least five minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers questions following oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gather and reflects on feedback from others regarding the oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes how the oral presentation could be improved in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:	Date:
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Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Deliver a short oral presentation in English	D1.LAN.CL10.05
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Prepare for an oral presentation						
Define the audience for the oral presentation						
Select the topic of the oral presentation suitable for the audience						
Locate sources of information to support the oral presentation						
Select relevant information to be included in the oral presentation						
Organise information in a logical order for the oral presentation						
Check that the presentation is grammatically correct and contains a good range of vocabulary						
Element 2: Deliver a short oral presentation						
Rehearse oral presentation						
Deliver an oral presentation appropriately for five minutes on a researched topic of interest						
Answer questions following the oral presentation						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Evaluate a short oral presentation						
Gather feedback from others regarding the oral presentation						
Reflect on feedback						
Describe how the oral presentation could be improved in the future						
Candidate signature			Date			
Assessor signature			Date			

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Specialist centre
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& hospitality



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Aid** 