

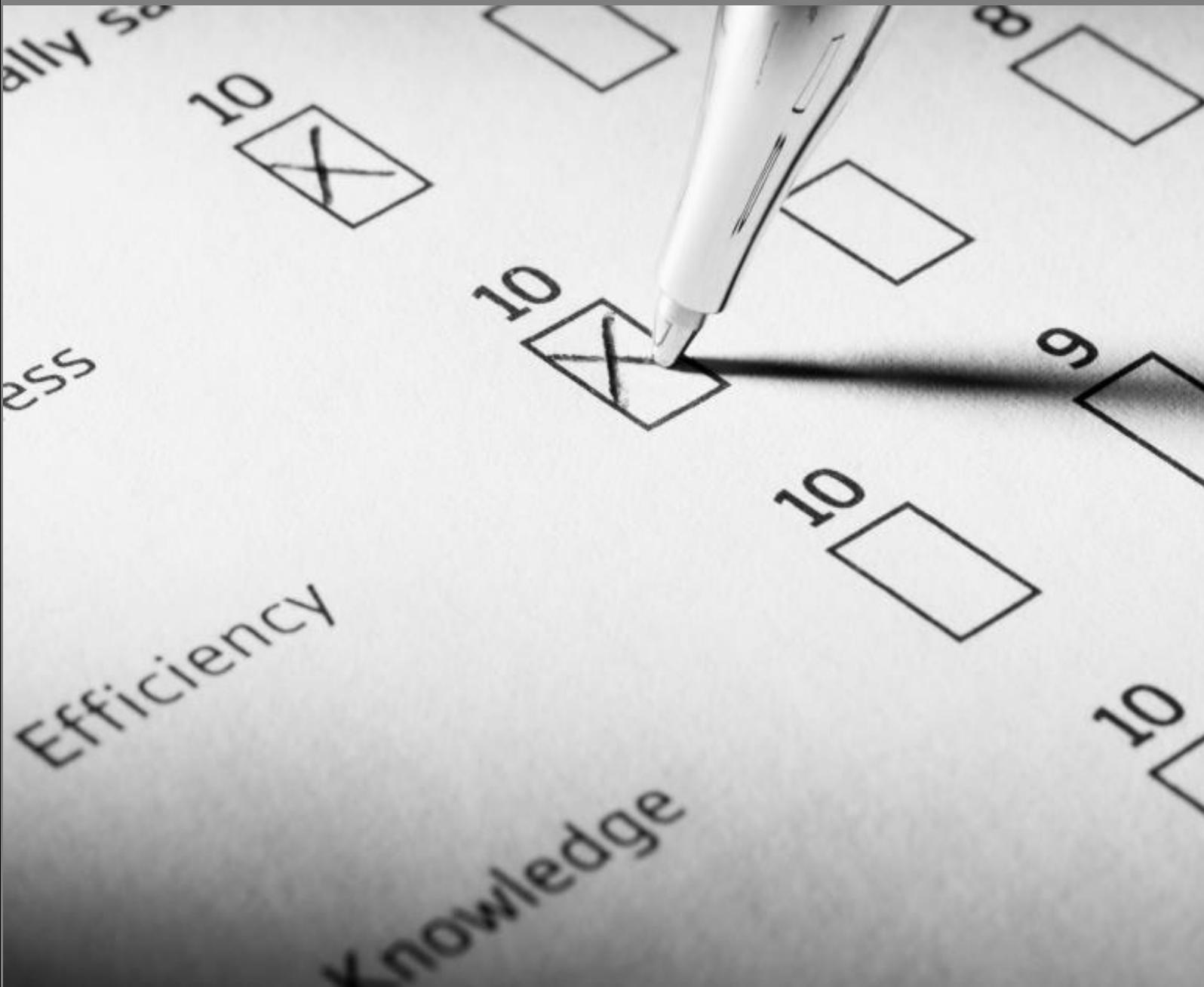


Prepare and deliver a presentation

D1.HSM.CL5.04

D2.TCS.CL5.19

Assessor Manual



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Assessor Manual



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Angliss
Institute

Specialist centre
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.		
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: PREPARE AND DELIVER A PRESENTATION		NOMINAL HOURS: 35
UNIT NUMBER:	D1.HSM.CL5.04; D2.TCS.CL5.19	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to plan and make a presentation to groups of people either within, or outside, the host enterprise. It does not refer to impromptu speeches.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare a presentation</p> <p>1.1 Describe <i>different types of presentations</i> that may be made</p> <p>1.2 Identify the <i>logistics of the presentation</i></p> <p>1.3 Identify <i>audience for the presentation</i></p> <p>1.4 <i>Research</i> the topic for presentation</p> <p>1.5 <i>Select material</i> for inclusion in the presentation</p> <p>1.6 <i>Plan and write</i> the presentation</p> <p>1.7 Develop and/or acquire <i>supporting materials and visual aids</i> for the presentation</p> <p>1.8 Determine <i>presentation equipment</i> required for the presentation</p> <p>1.9 <i>Trial and practice</i> the planned presentation</p> <p>1.10 Revise the presentation on the basis of the trial</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 a wide variety of presentations across all labour divisions on a diverse range of topics within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation. <p><i>Different types of presentations</i> may be related to:</p> <ul style="list-style-type: none"> • Sales and marketing presentations • Mentoring and coaching • Staff meetings 	

<p>Element 2: Deliver a presentation</p> <p>2.1 <i>Set-up and organize the venue, where applicable</i></p> <p>2.2 Thank audience for the opportunity to make the presentation</p> <p>2.3 Make the presentation according to prepared plan</p> <p>2.4 <i>Modify presentation</i> to optimize impact and success as required on the basis of immediate feedback from audience</p> <p>2.5 Respond to questions as required</p> <p>2.6 <i>Conclude presentation</i></p> <p>Element 3: Review a presentation</p> <p>3.1 <i>Follow-up</i> on matters raised during the presentation</p> <p>3.2 <i>Evaluate personal performance</i> in the planning and delivery of the presentation</p>	<ul style="list-style-type: none"> • Conference addresses • Staff briefings • Business planning meetings. <p><i>Logistics of the presentation</i> may include:</p> <ul style="list-style-type: none"> • Day and date • Time of day – including duration of presentation • Location and style of venue • Content and topic/s of presentation – including parameters and level of detail to be covered • Nature of presentation – including a straight presentation, inclusion of ‘question and answer’ session, inclusion of demonstrations, handouts, samples and/or products • Objectives for the presentation – including main points to be covered or made • Context of the presentation • Guidelines imposed or required for the presentation. <p><i>Audience for the presentation</i> may relate to:</p> <ul style="list-style-type: none"> • Number in the audience • Seating arrangements in the room/area where the presentation will take place • Age and gender • Seniority or status of people who will be at the presentation • Nature of the relationship between the speaker and the host enterprise • Their existing knowledge and understanding of the presentation topic • Their need to obtain information from the meeting.
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Research may include:

- Studying internal information – including documentation, books, policies, procedures, data and other relevant material
Investigating external information and data – including, where appropriate, data produced by competitors, government agencies, industry peak bodies, national and international bodies, and suppliers
- Identifying relevant trends and recent activity related to the topic
- Identifying similar presentations that have been made by the host enterprise on the same or similar topic
- Identifying material that may be released for public consumption and material that is commercial-in-confidence
- Using desktop research techniques – including the internet.

Select material may relate to:

- Determining relevancy of material
- Confirming validity of material
- Guaranteeing currency of material
- Ensuring selection of substantial and significant material
- Ensuring material chosen supports the objectives that have to be made
- Matching content to topic, objectives and main points of the presentation.

Plan and write may include:

- Allowing sufficient time to prepare the presentation
- Structuring and sequencing the presentation – including development of the three key elements of:
 - Introduction
 - Body – on a point-by-point basis

- Summary/conclusion
 - Ensuring smooth flow of information
 - Preparing a written draft for the presentation
 - Revising and editing the written draft presentation.
- Supporting materials and visual aids may include:*
- PowerPoint presentation
 - Handouts – including menus, brochures, notes, photographs, quotations and supplementary information
 - Sample materials, giveaways and real products
 - Reports
 - Slides
 - Props
 - Videos and DVDs
 - Charts.
- Presentation equipment may include:*
- Microphone
 - Overhead projector
 - Slide and PowerPoint projector
 - Video monitor
 - Computer
 - White boards and chalk boards.
- Trial and practice may include:*
- Timing the presentation
 - Presenting to an actual audience of selected people who will provide supportive feedback

- Presenting required information in a clear and concise manner
 - Promoting the host enterprise, where appropriate, during the presentation
 - Involving the audience in the presentation, where appropriate
 - Gaining and maintaining interest
 - Applying suitable public speaking techniques – including voice, body language, eye contact, dress and humour, where appropriate
 - Operating technologies that will be used to support the delivery
 - Recording the rehearsal for later analysis
 - Using all technologies and supporting materials as planned for the actual presentation.
- Set-up and organise the venue* may include:
- Arranging seating
 - Setting-up presentation equipment and technologies
 - Providing refreshments, where appropriate
 - Adjusting lighting and air conditioning, if necessary
 - Distributing support materials
 - Posting direction signage at venue
 - Checking personal presentation.
- Modify presentation* may include:
- Altering pace of presentation
 - Departing from prepared presentation plan
 - Using additional and/or alternative examples to illustrate points
 - Adjusting the environment
 - Speaking louder or changing tone
 - Refraining from activities identified as distracting to audience

- Omitting or modifying planned points.

Conclude presentation may include:

- Summarising the presentation
- Identifying points for future action as a result of the presentation and/or question and answer session
- Promising action on identified points
- Making presenter available for future contact by the audience – including providing contact details
- Thanking audience.

Follow-up may include:

- Contacting people to respond to questions asked during the presentation
- Providing information on the basis of questions asked during the presentation
- Investigating and responding to issues raised during the presentation
- Distributing materials promised during the presentation.

Evaluate personal performance may include:

- Assessing the time and activities undertaken as part of the planning and preparation process
- Evaluating the support materials used during the presentation
- Appraising the content of the presentation – including the sequencing, extent, relevance, currency and applicability of same to the target audience
- Evaluating personal presentation techniques and style
- Considering venue set-up and facilities
- Seeking feedback from colleagues who attended the presentation
- Seeking feedback from attendees at the presentation

- Making notes for future reference to assist in improving performance when making presentations.

Assessment Guide

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

- Principles of planning and presentations including public speaking techniques
- Ability to use technologies and equipment associated with making presentations
- Ability to produce a range of materials to support the delivery of presentations
- Ability to undertake internal and external research.

Linkages To Other Units

- Access and retrieve computer-based data
- Promote products and services to customers
- Gather and present product information
- Use common business tools and technology
- Prepare and deliver training sessions
- Access and interpret product information
- Plan and implement sales activities
- Promote tourism products and services
- Source and present information.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to plan and prepare a presentation for a nominated audience on a nominated topic within given guidelines
- Demonstrated ability to prepare a nominated range of materials to support the delivery of the presentation

- Demonstrated ability to deliver an effective presentation for a nominated audience on a nominated topic within given guidelines
- Demonstrated ability to operate a nominated range of technologies to support the delivery of the presentation
- Demonstrated ability to respond to audience requirements that arise during the presentation
- Demonstrated ability to obtain feedback on the delivery of the presentation from relevant persons.

Context of Assessment

Assessment must ensure:

- Actual delivery of a presentation, using support materials, to a live audience.

Resource Implications

Training and assessment must include use of real people, audio-visual equipment and materials and a suitable setting for a presentation.

Assessment Methods

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

- Observation of practical candidate performance
- Simulation
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

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	3	Researching the audience that is the target of the presentation; researching information for use in the delivery of the presentation
Communicating ideas and information	1	Using public speaking techniques to deliver the presentation
Planning and organising activities	3	Developing a plan for the presentation; setting-up the venue for the presentation
Working with others and in teams	2	Liaising with host to arrange and organize details of presentation; cooperating with others to generate material and data for use in the presentation
Using mathematical ideas and techniques	-	
Solving problems	2	Modifying presentation on the basis of feedback or requests during delivery of presentation
Using technology	1	Using audio-visual equipment and technologies to support delivery of presentation; researching information using the Internet

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and deliver a presentation D1.HSM.CL5.04; D2.TCS.CL5.19
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. Identify the different types of presentations you may be required to make in your work role.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
2. What planning needs to be done to be done prior to a presentation?	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify possible audiences for a presentation.	<input type="checkbox"/>	<input type="checkbox"/>
4. A person has requested a presentation on food and beverages available for a function: what research might you undertake to prepare for this presentation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
5. What materials might you organize for a presentation to a person wanting to know about the accommodation facilities and packages available at a venue?	<input type="checkbox"/>	<input type="checkbox"/>
6. What are the three traditional components/stages of every presentation?	<input type="checkbox"/>	<input type="checkbox"/>
7. Give examples of visual aids and supporting materials that may be used to support a presentation on the food and beverages available at the venue where you work.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
8. Identify visual aids/technology that may be used when making a presentation.	<input type="checkbox"/>	<input type="checkbox"/>
9. What are the benefits of trialling and practising a presentation?	<input type="checkbox"/>	<input type="checkbox"/>
10. When should you revise a presentation on the basis of the trialling and practice you have undertaken?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
11. What may be involved in organizing a venue/room for a presentation to a potential customer?	<input type="checkbox"/>	<input type="checkbox"/>
12. Why is it important to thank an audience at the start of a presentation for the opportunity to make the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
13. Why should a presentation be made according to the plan/revised plan for the presentation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
14. Give me two examples of the need to modify a presentation to address issues arising during the course of the presentation: why is it important to make these changes?	<input type="checkbox"/>	<input type="checkbox"/>
15. A member of the audience at a presentation has asked a question you do not know the answer to: how should you respond to this situation? What should you say to the person who asked the question?	<input type="checkbox"/>	<input type="checkbox"/>
16. What is commonly involved in concluding a presentation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
17. What follow-up activities can be required when a presentation has concluded?	<input type="checkbox"/>	<input type="checkbox"/>
18. What activities should you consider when reviewing your personal performance at a presentation?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Prepare and deliver a presentation – D1.HSM.CL5.04; D2.TCS.CL5.19

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Give three reasons why presentations may need to be made in the workplace.

2. Identify six logistics that need to be determined for a presentation as part of the planning and preparation phase.

3. Give four reasons it is important to plan and prepare for presentations.

4. It is important to identify the audience for any presentation as part of the planning and preparation: list six things you should find out about an audience for an upcoming presentation.

5. Give three reasons it is important to determine the number of people who will attend a presentation as part of the planning and preparation for the presentation.

6. What are the four non-negotiable requirements for information provided as part of a presentation?

7. Give six examples of internal, workplace/organisational sources that may be used when researching information for a presentation?

8. List three generic checks/requirements for materials used in a presentation.

9. Give five examples of materials that may be used in a presentation.

10. What are the 8 Steps in the planning process for a presentation?

11. Name the three elements in the traditional structure of a presentation.

12. List five generally accepted guidelines for preparing visual materials to support presentations.

13. Identify three common mistakes made in developing visual images for use in a presentation.

14. List six examples of equipment that may be used/required to support a presentation.

15. Answer 'Yes' or 'No' to the following statement: "When trialling and practicing a presentation, should it be read aloud?"

16. What must form the basis of revisions to the draft script and plan for a presentation?

17. Identify four aspects of a presentation that may need to be modified when revising the presentation.

18. List five 'things to ensure' when setting-up and organising a venue for a presentation.

19. Give three tips for overcoming anxiety/overcoming nerves when making a presentation.

20. List five 'points to note' when starting a presentation.

21. What is identified in the notes as 'The most important aspect of making a presentation'?

22. Generally speaking, should presenters 'use' or 'avoid' humour when making presentations?

23. Answer 'Yes' or 'No' to the following statement: "Should presenters pad out presentations to ensure they extend to the advertised finishing time?"

24. Identify three indicators there is a need to modify a presentation while it is being delivered.

25. Why can it be best to answer all questions at the end of a presentation in a Q&A session?

26. List three 'tactics' available for use when responding to questions in a presentation.

27. What is identified as a common mistake made by those new to presenting when it comes time to conclude the presentation?

28. Identify five 'points to note' regarding the concluding of a presentation.

29. Give three generic examples of follow-up activities that may be required after a presentation.

30. Answer 'True' or 'False' to the following statement: "It is generally not acceptable to require the customer to call in and pick up information they want."

True False

31. Answer 'Yes' or 'No' to the following statement: "Do all presentations need to be evaluated?"

Yes No

32. What are the two areas that should be the focus of evaluation of a presentation?

Answers to Written Questions

Prepare and deliver a presentation – D1.HSM.CL5.04; D2.TCS.CL5.19

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. Give three reasons why presentations may need to be made in the workplace.

Any from the following:

- Sales and marketing
- Mentoring and coaching
- Staff meetings and briefings
- Conference addresses
- Business planning meetings.

2. Identify six logistics that need to be determined for a presentation as part of the planning and preparation phase.

Any from the following:

- Date for the presentation
- Time
- Duration
- Location
- Style of venue
- Content and topic
- Nature of the presentation
- Objectives
- Context
- Imposed guidelines.

3. Give four reasons it is important to plan and prepare for presentations.

Any from the following:

- To make sure you cover what it is you need to cover during the presentation and nothing gets omitted or forgotten
- To give you self-confidence when the time comes to deliver the presentation. This confidence translates into credibility when presenting
- To meet expectations that the audience has of the presentation
- To project the required image for your business that they want projected – demonstrated attention to preparation and planning is essential
- To demonstrate your professionalism and show you have taken the presentation seriously
- To show respect for those who attend the presentation.

4. It is important to identify the audience for any presentation as part of the planning and preparation: list six things you should find out about an audience for an upcoming presentation.

Any from the following:

- How many there will be
- The mix between age and gender
- Seniority and status of those attending
- The level of existing knowledge those attending have about the topic that is the focus of the presentation
- What it is they expect to gain from attending the presentation
- Any specific seating arrangements required in the presentation venue.

5. Give three reasons it is important to determine the number of people who will attend a presentation as part of the planning and preparation for the presentation.

Any from the following:

- The type of activities that can be conducted as part of the presentation
- How many handouts or samples will be required
- The amount of catering needed
- Size of the presentation venue/location
- Number of people to assist with the presentation – such as greeting people on arrival, helping with activities, distributing handouts.

6. What are the four, non-negotiable requirements for information provided as part of a presentation?

- Current
- Comprehensive
- Accurate
- Relevant.

7. Give six examples of internal, workplace/organisational sources that may be used when researching information for a presentation?

Any from the following:

- Documentation
- Policies
- Procedures
- Schedules
- Price lists
- Databases
- Product information sheets
- Promotional brochures
- Contracts
- Inclusions in packages.

8. List three generic checks/requirements for materials used in a presentation.

Any from the following:

- Determine relevancy to the identified objectives and focus for the presentation
- Confirm validity of material
- Guarantee currency of material
- Ensure materials are substantial in nature
- Verify the content of the materials match presentation topics and selected points of the presentation.

9. Give five examples of materials that may be used in a presentation.

Any from the following:

- Handouts
- Hard copy printouts of PowerPoint presentations
- Sample products
- Reports, photographs, copies of items/extracts, photocopies of adverts
- Fact sheets and information brochures
- Company policies and procedures
- Copies of relevant pieces of legislation and/or compliance requirements
- Computer-based simulations and presentations
- Diagrams, models and charts
- Models – of physical items to depict scale, layout, facilities
- Videos/DVDs, slides, overhead projection sheets
- Flip charts and posters
- Gift vouchers and company give-away/promotional items.

10. What are the 8 Steps in the planning process for a presentation?

- Step 1 - Obtain the necessary information about and for the presentation
- Step 2 – Work out the structure of the actual presentation
- Step 3 – Arrange all required information in the required sequence
- Step 4 – Identify the key points to be made in the presentation
- Step 5 – Write a draft presentation (script)
- Step 6 – Rehearse the draft presentation
- Step 7 – Develop or acquire the necessary presentation aids and materials
- Step 8 – Practice the total presentation.

11. Name the three elements in the traditional structure of a presentation.

- An introduction to the presentation
- The main body of the presentation
- An ending – which can include a conclusion or simply be a summary/conclusion.

12. List five generally accepted guidelines for preparing visual materials to support presentations.

Any from the following:

- Each visual image must contain information related to only one key point
- The information presented must be clear and concise
- Large print should be used on projected information
- Use dot points or key-words
- Pictures must have a high level of clarity
- Flow diagrams, charts or tables must be easily read and followed
- Statistics should be summarised rather than using large quantities of numbers
- Keep the visual images simple
- Use the same font and the same structure for each visual image
- Use colours effectively
- Each single visual image should contain only one single idea or a few related dot points
- Any visual images containing words should be carefully checked for spelling or grammatical errors.

13. Identify three common mistakes made in developing visual images for use in a presentation.

- Trying to fit too much information onto the one slide
- Using elaborate diagrams that are too difficult to understand
- Using a font type that is difficult to read.

14. List six examples of equipment that may be used/required to support a presentation.

Any from the following:

- Microphone
- Lectern
- Overhead projector
- Slide projector
- Screen
- PowerPoint projector
- Laptop computer
- Video monitor/TV
- DVD player
- Tape player
- White board – and chalk and duster
- Chalk board – with markers and cleaner.

- 15. Answer 'Yes' or 'No' to the following statement: "When trialling and practicing a presentation, should it be read aloud?"**

Yes.

- 16. What must form the basis of revisions to the draft script and plan for a presentation?**

The rehearsal of the draft presentation.

- 17. Identify four aspects of a presentation that may need to be modified when revising the presentation.**

Any from the following:

- Change the language/terms used
- Alter the sequence
- Delete some script and/or add some script
- Change the activities
- Alter room layout
- Replace one presentation technology with a different one
- Add or remove content.

- 18. List five 'things to ensure' when setting-up and organising a venue for a presentation.**

Any from the following:

- Phone calls to the room have been diverted
- The lighting has been adjusted
- The air conditioning is appropriate
- Catering has arrived
- Excess noise from outside has been minimised to the best extent possible
- Signage has been installed/positioned to advise attendees of location of presentation
- Others have been advised not to contact you during the presentation
- Support materials have been distributed
- Your cell phone is turned off
- Seating is sufficient for the numbers expected
- All the required equipment is present
- Personal presentation is appropriate.

19. Give three tips for overcoming anxiety/overcoming nerves when making a presentation.

Any from the following:

- Arrive early and wander around the venue/room to familiarise yourself with the environment and get accustomed to the setting – try to ‘own’ the space, try to feel it is ‘yours’
- Make sure presentation has been thoroughly planned
- Remember it is ‘just’ a presentation
- Use breathing techniques to relax prior to the presentation
- Concentrate on your presentation rather than the audience.

20. List five ‘points to note’ when starting a presentation.

Any from the following:

- Begin on time
- Introduce self
- Thank people for attending and opportunity to make presentation
- Provide an overview
- Give the reasons why the presentation is being made
- Introduce any other persons who are speaking and/or assisting in the presentation
- Give an idea of how long the presentation will take
- Advise the audience in relation to handouts
- Advise the audience in relation to any materials they have been given prior to the presentation
- Advise the audience of any interactive activities that you have planned
- Advise the audience of any breaks you have planned.

21. What is identified in the notes as ‘The most important aspect of making a presentation’?

Follow the plan – stick to the script/stick to the plan.

22. Generally speaking, should presents ‘use’ or ‘avoid’ humour when making presentations?

Avoid.

23. Answer ‘Yes’ or ‘No’ to the following statement: “Should presenters pad out presentations to ensure they extend to the advertised finishing time?”

No.

24. Identify three indicators there is a need to modify a presentation while it is being delivered.

- A direct request to do so from the audience
- A comment from the audience you over-heard
- Interpretation of body language.

25. Why can it be best to answer all questions at the end of a presentation in a Q&A session?

It keeps presentation on track in terms of time/finishing on time as opposed to taking extra time to respond to questions during the presentation.

26. List three 'tactics' available for use when responding to questions in a presentation

Any from the following:

- Prior to your presentation, try to anticipate the types of questions that may be asked and research/prepare answers
- Consider 'Dorothy Dixers'
- If a question takes you by surprise explain you do not have the necessary information at hand and ask the person to see you afterwards
- If asked a complex question requiring a long and detailed response that would take too much time out of your allocated time allowance, summarise the response and once again ask the person to see you afterwards for further clarification
- If you are not sure whether you have heard the question correctly, you may need to repeat it back to the person for clarification
- When asked a question, you may need to repeat it for the benefit of the entire audience
- Think carefully about your answer before you respond – this will help you to provide information in a logical and structured order
- Make sure the person asking the questions has finished asking the question before you begin to respond
- If a question is asked during the presentation not relevant to the immediate content of your presentation, you may respond by informing the person you will provide an answer at the end of your presentation
- If several members of the audience wish to ask a question, clearly identify one individual and request they present their question
- Try to take questions from all corners of the room
- If asked a question to which you believe may bore others in the audience, briefly summarise the answer and once again ask the individual to see you afterwards for greater detail.

27. What is identified as a common mistake made by those new to presenting when it comes time to conclude the presentation?

Rushing it.

28. Identify five 'points to note' regarding the concluding of a presentation.

Any from the following:

- Be quite brief
- Summarise the information contained in the main body
- Address the key points only
- Indicate future action to be taken
- Give contact details of the company/presenter
- Explain the presenter is available after the presentation
- Nominate other representatives who are present and available
- Invite attendees to participate in refreshments
- Thank the audience.

29. Give three generic examples of follow-up activities that may be required after a presentation.

Any from the following:

- Contacting people
- Providing information
- Responding to issues raised
- Distributing materials.

30. Answer 'True' or 'False' to the following statement: "It is generally not acceptable to require the customer to call in and pick up information they want."

True.

31. Answer 'Yes' or 'No' to the following statement: "Do all presentations need to be evaluated?"

No.

32. What are the two areas that should be the focus of evaluation of a presentation?

- Planning and preparation activities
- The delivery of the presentation.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and deliver a presentation D1.HSM.CL5.04; D2.TCS.CL5.19
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 a presentation b. Deliver a presentation c. Review a 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 a presentation		
Describe different types of presentations that may be made	<input type="checkbox"/>	<input type="checkbox"/>
Identify the logistics of the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Identify audience for the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Research the topic for presentation	<input type="checkbox"/>	<input type="checkbox"/>
Select material for inclusion in the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Plan and write the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Develop and/or acquire supporting materials and visual aids for the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Determine presentation equipment required for the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Trial and practice the planned presentation	<input type="checkbox"/>	<input type="checkbox"/>
Revise the presentation on the basis of the trial	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate.....	Yes	No
Element 2: Deliver a presentation		
Set-up and organise the venue, where applicable	<input type="checkbox"/>	<input type="checkbox"/>
Thank audience for the opportunity to make the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Make the presentation according to prepared plan	<input type="checkbox"/>	<input type="checkbox"/>
Modify presentation to optimize impact and success as required on the basis of immediate feedback from audience	<input type="checkbox"/>	<input type="checkbox"/>
Respond to questions as required	<input type="checkbox"/>	<input type="checkbox"/>
Conclude presentation	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Review a presentation		
Follow-up on matters raised during the presentation	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate personal performance in the planning and delivery of the presentation	<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:	Prepare and deliver a presentation D1.HSM.CL5.04; D2.TCS.CL5.19		
<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
Describes different types of presentations made by the venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the logistics of and audiences for presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Researches, plans and writes presentations and develops/acquires necessary supporting material and presentation equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials, practices and revises the planned presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets-up and organizes the venue, where applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thank audience for the opportunity to make the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes the presentation according to prepared plan modifying as required and answering questions arising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows-up on matters raised during the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates personal performance in the planning and delivery of the presentation	<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	Prepare and deliver a presentation	D1.HSM.CL5.04; D2.TCS.CL5.19
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 a presentation						
Describe different types of presentations that may be made						
Identify the logistics of the presentation						
Identify audience for the presentation						
Research the topic for presentation						
Select material for inclusion in the presentation						
Plan and write the presentation						
Develop and/or acquire supporting materials and visual aids for the presentation						
Determine presentation equipment required for the presentation						
Trial and practice the planned presentation						
Revise the presentation on the basis of the trial						

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 2: Deliver a presentation						
Set-up and organize the venue, where applicable						
Thank audience for the opportunity to make the presentation						
Make the presentation according to prepared plan						
Modify presentation to optimize impact and success as required on the basis of immediate feedback from audience						
Respond to questions as required						
Conclude presentation						
Element 3: Review a presentation						
Follow-up on matters raised during the presentation						
Evaluate personal performance in the planning and delivery of the presentation						
Candidate signature:			Date:			
Assessor signature:			Date:			

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