

**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by NCVA.**



Module Descriptor

Presentation Skills & Technology

Level 5 L22525

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Presentation Skills & Technology
2	Module Code	L22525
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>The purpose of the module is to enable learners develop their presentation skills, understanding and application of presentation software systems and delivery techniques.</p> <p>It provides the learner with practical experience in presentation design and implementation and an introduction to the use of macros and additional functions.</p>
6	Preferred Entry Level	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 acquire a thorough working knowledge of a presentation software package.</p> <p>8.2 utilise a wide range of functions in order to create a presentation.</p> <p>8.3 develop the skills necessary to produce attractive presentations to boardroom standard</p> <p>8.4 design and develop presentations suitable for a range of situations</p> <p>8.5 develop the skills of personal initiative and resourcefulness</p> <p>8.6 utilise a wide range of functions, including macros</p>

9	Units	The specific learning outcomes are grouped into 3 units.
	Unit 1	Basic Presentation Technology Concepts
	Unit 2	Presentation Design, Implementation and Organisation
	Unit 3	Design Templates, Macros and Additional Presentations Technology Concepts

10 Specific Learning Outcomes

Unit 1 Basic Presentation Technology Concepts

Learners should be able to:

- 10.1.1 analyse a brief into resources needed
- 10.1.2 access a presentation software package
- 10.1.3 open a blank presentation, enter information onto a blank slide
- 10.1.4 use a range of proofing tools e.g. spell check, thesaurus, search and replace
- 10.1.5 change the layout of a slide and insert slides from another presentation
- 10.1.6 import/export an outline from/to a word processing package
- 10.1.7 add header and footer and use advanced header/footer features e.g. apply date; include/exclude header/footer.
- 10.1.8 use a range of print features e.g. print preview, print slides, print handouts, print outline view, print notes page
- 10.1.9 save a presentation in different formats, e.g. web page, template etc..
- 10.1.10 identify the essential hardware elements needed for an electronic presentation
- 10.1.11 carry out basic hardware trouble shooting

Unit 2 Presentation Design, Implementation and Organisation

Unit 2 Presentation Design, Implementation and Organisation

Learners should be able to:

- 10.2.1 create a design specification for a given presentation application to include:
 - information input and formatting
 - effective layout and timing
 - presentation execution
- 10.2.2 demonstrate awareness of listening and speaking skills
- 10.2.3 manipulate colour schemes
- 10.2.4 insert and manipulate shapes and graphics
- 10.2.5 insert and format tables
- 10.2.6 insert and manipulate spreadsheet worksheets
- 10.2.7 insert and format charts
- 10.2.8 insert and format organisation charts
- 10.2.9 apply transition effects and timings

Unit 3 Design Templates, Macros and Additional Presentation Technology Concepts

Unit 3 Design Templates, Macros and Additional Presentation Technology Concepts

Learners should be able to:

- | | |
|---------|-------------------------------------------------------------|
| 10.3.1 | view and change a presentations master to include |
| 10.3.2 | save a presentation as a design template |
| 10.3.3 | create a hyperlink |
| 10.3.4 | animate slides using different combinations |
| 10.3.5 | modify sound and movies |
| 10.3.6 | create a summary slide |
| 10.3.7 | preview and save a presentation as a web page |
| 10.3.8 | create simple macros consisting of at least five commands |
| 10.3.9 | execute macros |
| 10.3.10 | deliver a presentation on a meaningful topic to an audience |
| 10.3.11 | participate in a questions and answers session. |

11 Portfolio of Assessment

Summary	Project	70%
	Assignment	30%

11.1 Project

The internal assessor will devise a project brief that requires candidates to demonstrate a range of specific learning outcomes

Understanding and application of concepts associated with designing and creation of presentation. Candidates should be able to design and implement a presentation using appropriate software.

The presentation should contain 5-7 texts slides and up to a Maximum of 3 graphic slides, and should be completed in 30 minutes.

The presentation will include:

- a master slide
- heading, subheadings and text to appear on every slide
- an appropriate colour scheme
- at least one chart
- at least one diagram
- at least one clip art/picture
- at least one table/spreadsheet worksheet
- appropriate transition effects
- summary slide

Throughout the presentation candidates should adhere to good presentation practice.

The project may be undertaken as a group of collaborative project. The individual contribution of each candidate must be clearly identified.

Evident for the project will include:

- relevant research documentation
- functional finished presentation
- evaluation of presentation

The project must be presented using suitable presentation software.

11.2 Assignment

The internal assessor will devise an assignment brief that requires candidates to demonstrate:

- understanding of the hardware components necessary to execute a presentation successfully
- use of research techniques and sources of information

- ability to analyse, evaluate, draw conclusions and make recommendations.

Candidates will carry out an investigation into the hardware components necessary to execute an electronic presentation successfully. This will require candidates to analyse and evaluate current hardware available for this task. Once candidates have carried out an analysis and evaluation of the hardware they will make recommendations on the purchase of all hardware necessary to carry out an electronic presentation including costs involved.

The project may be presented in a variety of media including written, graphic, audio, video or any combination of these. Any audio or visual evidence must be provided on tape.

The project may be undertaken as a group or collaborative project. The individual contribution of each candidate must be clearly identified.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1	Presentation Skills and Technology L22535 Project 70%
-------------------------------------------------	----------------------------------------------------------------------

Candidate Name: _____ **PPSN:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Preparation <ul style="list-style-type: none"> • Thorough Investigation into chosen research area • Appropriate planning including timing of presentation • Appropriate supporting documentation Presentation Setup <ul style="list-style-type: none"> • Effective use of colour • Effective smoothness of transition of slides • Effective use of graphics/charts/pictures to clarify/deliver information • Use of sound • Consistency of layout to include fonts. <ul style="list-style-type: none"> • Listening and Speaking Skills • Evidence of thorough preparation and rehearsal • Clear structure with beginning, middle, end • Interest sustained, very good rapport with the audience • Good voice control, with a variety of tone and clarity of diction • Body language, gesture and stance Conclusion <ul style="list-style-type: none"> • Critical evaluation of finished presentation. 		
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	70	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2	Presentation Skills & Technology L22525 Assignment 30 %
-------------------------------------------------	----------------------------------------------------------------------------

Candidate Name: _____ **PPSN:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Appropriate research methodology used, with careful recording of relevant sources of information	6	
Understanding of Hardware and Software Components necessary to execute a presentation successfully	6	
Adequate Analysis of the problem carried out	6	
Consistent Evaluation carried out.	6	
Ability to draw conclusions and make quality recommendations.	6	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	30	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

FETAC Module Results Summary Sheet

Module Title: Presentation Skills & Technology

Module Code: L22525

Assessment Marking Sheets

Maximum Marks per Marking Sheet

[illegible][illegible]

Mark Sheet
1
70

[illegible]

Mark Sheet
2
30

[illegible]

Grade*	Total Marks

[illegible]

Signed:

Internal Assessor:

Date:

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*

D: 80 - 100%

M: 65 - 79%

P: 50 - 64%

U: 0 - 49%

W: candidates entered who did not present for assessment

Glossary of Assessment Techniques

Assignment	<p><i>An exercise carried out in response to a brief with specific guidelines and usually of short duration.</i></p> <p>Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.</p> <p>Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.</p>
Collection of Work	<p><i>A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.</i></p> <p>Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.</p> <p>This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.</p>
Examination	<p><i>A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.</i></p> <p>Examinations may be:</p> <ul style="list-style-type: none">• practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions• oral, testing ability to speak effectively in the vernacular or other languages• interview-style, assessing learning through verbal questioning, on one-to-one/group basis• aural, testing listening and interpretation skills• theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.
Learner Record	<p><i>A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.</i></p> <p>Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.</p> <p>The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.</p>

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

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