



Unit Title:	Pitching ideas to others
OCR unit number:	1
Level:	2
Credit value:	2
Guided learning hours:	20
Unit reference number:	H/505/3907

Unit aim and purpose

The aim of this unit is for learners to develop the skills required to pitch an idea to others.

By the end of this unit learners will be able to identify a range of verbal and non-verbal communication skills that are required to deliver a pitch.

The learners will plan and create a final pitch that they will deliver. Throughout this process they will review their planning in order to refine and finalise their pitch.

The delivery of the pitch will enable them to demonstrate the use of a range of verbal and non-verbal communication skills and answer questions about their pitch.

Finally, they will review their own delivery and identify ways they could improve.

Learning Outcomes	Assessment Criteria	Teaching Content Text that follows i.e. is mandatory and must be taught. Text that follows an e.g. is optional and illustrative.
<p>The Learner will:</p> <p>1 Understand a range of communication skills used for pitching</p>	<p>The Learner can:</p> <p>1.1 Identify a range of verbal communication skills</p> <p>1.2 Identify a range of non-verbal communication skills</p> <p>1.3 Explain when verbal and non-verbal communication skills should be used to pitch ideas</p>	<ul style="list-style-type: none"> • i.e. Verbal communication skills (e.g. pace, volume, projection, pitch and tone, questioning, answers) • i.e. Non-verbal communication skills (e.g. demonstrating - <i>how to do something, how something works</i>, signs, signals and gestures, eye contact, body language, positioning) • i.e. Use of tools to aid communication (e.g. visual aids, memory aids, demonstration aids) • i.e. When would verbal and non-verbal communication be used (e.g. different circumstances when methods of communication would be selected)

Learning Outcomes	Assessment Criteria	Teaching Content Text that follows i.e. is mandatory and must be taught. Text that follows an e.g. is optional and illustrative.
2 Be able to plan a pitch for an idea	2.1 Create a pitch to communicate their idea 2.2 Finalise their pitch taking into consideration feedback from others	<ul style="list-style-type: none"> • i.e. Planning (e.g. preparation, notes, delivery aids, rehearsal of the pitch, practice of demonstrations, practice using aids, practice of timings, answering questions) • i.e. On-going review of the planning process (e.g. refining the pitch, review of rehearsal, self-evaluation, peer observation, feedback from others, making any relevant changes prior to delivery)
3 Be able to deliver a pitch to others	3.1 Pitch their idea to others 3.2 Respond to questions on their pitch	<ul style="list-style-type: none"> • i.e. Deliver – delivery of a pitch that is fit for purpose using an appropriate range of verbal and non-verbal communication skills • i.e. Answer questions about the pitch from others
4 Be able to review their delivery of a pitch	4.1 Assess their use of: <ul style="list-style-type: none"> • communication skills • methods used to communicate the idea • responses to questions during a pitch 4.2 Identify ways to improve their delivery	<ul style="list-style-type: none"> • i.e. Self-review (e.g. what went well, what did not go well) • i.e. Gaining feedback from others (e.g. accepting and using constructive feedback from others) • i.e. Identify improvements (e.g. what would be changed for next time)

Assessment

This unit is centre assessed and externally moderated by OCR.

Assessors should mark the work and ensure each learner has met all of the Learning Outcomes and Assessment Criteria before submitting the evidence for moderation.

This unit is Pass/Fail.

Evidence requirements

The learner should deliver the pitch they planned in learning outcome 2.

They should demonstrate the use of appropriate verbal and non-verbal communication skills identified from learning outcome 1.

Please note a witness statement of the pitch is not acceptable evidence on its own of the learner's achievement of Learning Outcome 3. The witness statement could support a digital recording, written documents, presentation etc.

Evidence guidance

Evidence can take many forms, for example, DVDs, digital recordings, CD and paper-based or digitally formatted documents.

If group work is used as evidence, the learner's contribution must be clearly identified.

Evidence can come from a number of sources for example:

- Observation
- Questioning
- Witness statements
- Tasks.

If using digital recordings please follow the guidance below.

Where portfolios contain electronic evidence that is greater than 10MB, e.g. digital recordings or other digital information, video footage, sound recordings, this must be submitted as a DVD and posted to the moderator. (If your centre uses e-portfolios, and you are prepared to provide log on information to our moderator, we can moderate the learners' e-portfolios.).

Delivery Guidance

Learning Outcome 1: Understand a range of communication skills used for pitching

The aim of this learning outcome is for your learners to identify verbal and non-verbal communication and explain when they are used while pitching ideas to others. It doesn't matter how well prepared they are, if they can't communicate to others what their idea is they will not be able to pitch successfully. Good communication provides the link between what they want to say to others about their idea and what information is actually delivered.

At the start of this learning outcome your learners may well understand communication to be talking to other people, which of course it is. However, if they are going to be effective communicators then they must understand that communication is about a great deal more than 'talking'.

For the purposes of this learning outcome communication is broken down into verbal and non-verbal and this may be a good place to start.

Verbal Communication Skills	Non-Verbal Communication Skills
Pace	Demonstrating how to do something, how something works
Volume	Signs/signals/gestures
Projection	Eye contact
Clarity	Body Language
Pronunciation	Positioning
Pitch & Tone	Use of tools to aid communication
Questions and Answers	

Verbal communication

Pace:

Your learners should understand that the pace of their verbal communication could affect their delivery; for example their clarity, pronunciation and modulation.

Speaking too quickly is a common speech problem – perhaps because we tend to speed up our speech when we're stressed or excited. However, some people are genuine "motormouths" – people who always speak rapidly.

Speaking too slowly is much less common. The trick to speaking at an appropriate pace is remembering they need to speak at a rate that allows their listener to understand what they're saying.

Encourage your learners to slow their speech down, take a few more breaths in between talking and lower their tone of voice.

Volume:

Learners should understand they might need to increase or decrease the volume of their voice depending upon various circumstances. For example, if they are in a large room with background noise they will need to speak louder. However, if they are in a room with poor acoustics then speaking loudly may well make them harder to hear. The type of pitch being delivered and the audience involved could also affect the volume used.

Projection:

Learners will need to know how and when to project their voices. They should understand that voice projection is not just about being loud but is about the power and direction used when giving an instruction.

Clarity:

Learners will have to speak in a clear and concise manner in order to avoid misunderstanding and get their message across in as efficient a way as possible. The words they use must be spoken clearly for example no mumbling, not talking to the floor, avoid speaking with their fingers in front of their mouths. Plus, the choice of words and language used – not ambiguous, not too technical, try to avoid jargon or being too long winded.

Pronunciation:

You may have learners who have strong accents or regional dialects or who speak English as a second language. They must appreciate that their pronunciation may affect people's ability to understand the instructions they give and as such could affect how successful they are when pitching their idea to others.

Question and Answer:

Your learners should get used to using questions effectively to help the delivery of their pitch.

Questions that check understanding such as "would you like me to demonstrate that again?" or questions that consolidate the pitch, like "would you like to ask me anything about...?" will help them gain confidence in their own ability.

If a member of the audience uses words that are too technical or jargon your learners may struggle to prepare an answer. If this is the case they should feel confident enough to ask “what do you mean?” or “could you explain a little more for me?” By gaining additional information they should then feel more prepared to answer the question confidently.

As a result of question and answer your learners will engage their listening skills.

Sometimes we are not as good at listening as we should be. Your learners should understand that in order to pitch to others where the participants feel as though their contribution is valued, they must listen when people talk and act on the information they receive as appropriate.

Pitch and Tone:

Learners should understand that the pitch and tone (or modulation) of their voice could affect the delivery of their pitch in a variety of different ways.

If your learner’s voice is monotone or flat the attention of those being pitched to may drop, they may sound dull and uninteresting, and as a result could lack credibility. However, if they use their voice in an exciting and interesting way they can enthuse the group and attention levels may increase – the more credible they are the more persuasive they will be.

Non-verbal communication:

It is important to remember that none of the above verbal communication skills will be used in isolation but backed up by non-verbal communication. Learners will obviously have to try their hardest to be clear and concise when using verbal communication, but may also rely heavily on other forms of communication.

Demonstration:

Your learners must be aware that the use of demonstration will provide clarity to their verbal communication and back up what they want to say. This could include demonstrating how to do something, or how something works. By using a demonstration rather than a lengthy explanation they will be able to save time and keep their audience engaged. Many learners spend a lot of time trying to explain something when a simple demonstration would have been far more effective and efficient.

Body Language:

Your learners should understand that their body language (the way they hold themselves) will portray a message to their audience. They should try to use positive body language, which sees them holding their head up high and using open body postures to portray an air of confidence – even if they actually feel a bit nervous.

Positioning:

It is also important where your learner positions themselves when delivering their pitch. Making sure that there are no distractions behind them, and they can see and be seen by the audience will help them deliver a confident pitch. It is also important they position themselves appropriately when demonstrating how to do something or how something works, or when using visual aids such as PowerPoint, flip charts, or Audio Visual (AV) equipment.

Signs / Signals / Gestures:

Signs, signals and gestures can be small subtle movements that are sometimes hard to distinguish, or they might be far larger, more obvious moves. No matter which category they fall into they are invariably unplanned and often subconscious movements and will add an enormous amount of clarity and definition to a pitch. Encourage your learners to think about the signs, signals and gestures they use every day – this could include gesturing for someone to take a seat, signalling they are OK, asking if someone wants a drink. It is quite possible that the gesture they use becomes more important than the verbal instruction itself.

Eye Contact:

Your learners should be aware that maintaining eye contact with their audience (rather than staring at the floor) can portray a number of qualities; including self-confidence, approachability and authority, all of which will make for a more successful delivery.

Use of tools to aid communication:

Learners should be aware that additional resources might help them communicate more effectively. This could include:

- visual aids: PowerPoint, web links, posters, video footage, charts, diagrams etc.
- memory aids: cue cards, notes pages etc.
- demonstration aids: prototype or working model, video footage etc.

Learning Outcome 2: Be able to plan a pitch for an idea

By the end of this learning outcome your learners will have planned and created a pitch they could deliver to others. Their planning could include:

- What they are going to say / when they are going to say it
- Delivery notes / memory aids / cue cards
- Timings – the duration of their pitch / how long to spend on certain topics / how long to spend on certain parts of their pitch
- What tools/resources they may need – AV equipment / demonstration aids / prototypes models
- Rehearsal of their pitch – practice the delivery and review / make refinements / consider feedback from others
- Practice answering questions
- Review of their own performance and communication skills – review when and how their communication skills were used / refine and adjust if necessary / consider feedback from others

Having completed the planning process they will be able to use the information gathered to create a final pitch they can deliver to others.

Learning outcome 3: Be able to deliver a pitch to others

By the end of this learning outcome your learners will be able to pitch their idea to others and answer questions about their pitch.

They should be able to deliver the pitch they planned in the previous learning outcome. As part of their delivery they should draw on their understanding from learning outcome 1 and use appropriate verbal and non-verbal communication skills. This could include using them as per their practice run; however, they may have to adapt their delivery. For example:

- Changing the modulation of their voice depending on the reception from the audience.
- Adapting their eye contact to keep members of the audience engaged.
- Changing their positioning – due to AV equipment, sunlight, moving around the group to keep them engaged.

Learning outcome 4: Be able to review their delivery of a pitch

By the end of this learning outcome your learners will be able to assess the delivery of their pitch and identify ways they could improve their delivery.

They should assess the delivery of the pitch they planned and delivered for learning outcomes 2 and 3. They should carry out a self-review, taking into consideration what went well and what did not go so well. In addition, their review should include gaining feedback from others. This could include peers, tutors and those they delivered their pitch to. Your learner could use this feedback to inform their review process and help them identify ways to improve their delivery.

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

Resources

A set of teaching resources will be made available.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk.