

<b>Unit Title:</b>	<b>Presentation Software</b>
OCR unit number:	31
Sector unit number:	PS3
Credit value:	6
Level:	3
Guided learning hours:	45
Unit reference number:	T/502/4623

## Unit aim and purpose

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By completing this unit the learner will develop the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for entertainment or information sharing. Learners will develop the skills and knowledge required by an IT user to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Input and combine text and other information within presentation slides</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain what types of information are required for the presentation</p> <p>1.2 Enter text and other information using layouts appropriate to type of information</p> <p>1.3 Insert charts and tables and link to source data</p> <p>1.4 Insert images, video or sound to enhance the presentation</p> <p>1.5 Identify any constraints which may affect the presentation</p> <p>1.6 Organise and combine information for presentations in line with any constraints</p> <p>1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available</p>	<p>Types of information: Text, numbers, images, graphics, sound, video, animated sequences</p> <p>Images for presentations: Clip-art, photo, scanned images, borders, create diagrams or graphics, image formats</p> <p>Charts and tables for presentations: Table, pie chart, graph, diagram, organisational chart, flowchart</p> <p>Video and sound for presentations: Pre-recorded audio/video clips; capturing audio or video; audio and video formats</p> <p>Combine information for presentations: Combine images, charts, tables with text by inserting, re-sizing and positioning; use of text boxes, presentation with audio and/or video, import information produced using other software; reference external information with hyperlinks, object linking or embedding; merge versions or slides from different files or users</p> <p>Constraints: On content: copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism; equal opportunities; local guidelines; On delivery (e.g. environment, timing)</p>

Learning Outcomes	Assessment Criteria	Teaching Content
		Store and retrieve: Save, save as, find, open, close; naming protocols; reducing file size; save presentation as a stand alone show or as web pages, formats for export; file properties; password protection
2 Use presentation software tools to structure, edit and format presentations	<p>2.1 Explain when and how to use and change slide structure and themes to enhance presentations</p> <p>2.2 Create, amend and use appropriate templates and themes for slides</p> <p>2.3 Explain how interactive and presentation effects can be used to aid meaning or impact</p> <p>2.4 Select and use appropriate techniques to edit and format presentations to meet needs</p> <p>2.5 Create and use interactive elements to enhance presentations</p> <p>2.6 Select and use animation and transition techniques appropriately to enhance presentations</p>	<p>Slide structure: Layout, templates, design and style; organisational guidelines; adapt and create new templates</p> <p>Presentation effects: Video, sound, animation, slide transitions, visual and sound effects, hyperlinks</p> <p>Edit presentation: Size, crop and position objects; wrap text; add lines and simple shapes; slide order; change orientation</p> <p>Animation and transition effects: Adding and removing hyperlinks; apply and create transitions, apply animations, action buttons</p> <p>Format slides: Bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, colour schemes, master slides</p>
3 Prepare interactive slideshow for presentation	<p>3.1 Explain how to present slides to communicate effectively for different contexts</p> <p>3.2 Prepare interactive slideshow and associated products for presentation</p> <p>3.3 Check presentation meets needs, using IT tools and making corrections as necessary</p> <p>3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them</p> <p>3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose</p>	<p>Present slides: Timing, content, meaning; organisation of information; audience needs; location, contexts</p> <p>Prepare slides: View and re-order slides; rehearse timing and effects; set up and amend slide show settings; print slides, handouts, speaker notes</p> <p>Check presentations: Spell check; grammar check, word count, orientation, layout, slide order, text alignment and formatting, accuracy, clarity, transitions and timings; choice and suitability of effects, actions and links</p> <p>Quality problems with presentations: Will vary according to the content, for example:</p> <ul style="list-style-type: none"> <li>● Text: Formatting, styles, structure</li> <li>● Images: Size, position, orientation, unwanted content</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> <li>• Effects: Timing, brightness, contrast, sound levels, wrong order of animations, action buttons that do not work, sound clip out of sync</li> </ul>

## Assessment

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This unit is internally assessed by the centre and externally moderated by OCR.

Presentation tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

## Evidence requirements

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Candidates must produce evidence that meets all of the Assessment Criteria.

It is not necessary for candidates to meet all the criteria every time they carry out an activity, but **it is necessary that all candidates produce evidence to demonstrate they have met all assessment criteria.** There must be sufficient evidence for centre assessors to be able to confirm that the candidate is competent in their working environment.

## Additional information

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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](http://www.ocr.org.uk).