

Unit Title:	Presentation software
OCR unit number:	60
Level:	3
Credit value:	6
Guided learning hours:	45
Unit reference number:	T/502/4623

Unit purpose and aim

This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

This unit is about 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.

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.

Learning Outcomes	Assessment Criteria	Examples
<p>The learner will:</p> <p>1 Input and combine text and other information within presentation slides</p>	<p>The learner can:</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>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</p>

Learning Outcomes	Assessment Criteria	Examples
	<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>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> <p>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</p>
<p>2 Use presentation software tools to structure, edit and format presentations</p>	<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</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>

Learning Outcomes	Assessment Criteria	Examples
	<p>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>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>
<p>3 Prepare interactive slideshow for presentation</p>	<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: Text: Formatting, styles, structure Images: Size, position, orientation, unwanted content Effects: Timing, brightness, contrast, sound levels, wrong order of animations, action buttons that do not work, sound clip out of sync</p>

Assessment

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments

must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

See the Assessment and postal moderation section of the [ITQ Centre Handbook](#).

Evidence requirements

Candidates must complete the Evidence Checklist for this unit without any gaps. Individual unit checklists are available to download from the qualification [webpage](#) (see forms).

Guidance on assessment and evidence requirements

Please refer to the ITQ centre handbook on our [webpage](#).

Details of relationship between the unit and national occupational standards

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).