



Professional
Learning

ESB Level 4 Award in Professional Presentation Skills



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Introduction

ESB promotes and assesses spoken English in a wide range of educational centres: primary and secondary schools, further and higher education establishments, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, the Far East and West Indies.



ESB Level 4 Award in Professional Presentation Skills

Unit Aim – The overall aim of the qualification is to promote clear, effective, confident oral communication and responses within a professional presentation situation.

QUALIFICATION LEVEL 4 AWARD IN PROFESSIONAL PRESENTATION SKILLS	
Assessment method	External Assessment
Grading	Pass, Merit, Distinction
Accreditation start date	26 th January 2011
Credit value	6
Total Qualification Time	60
Guided learning hours (GLH)	30
Qualification number	600/0556/7
Age range	18+
Target Group	<ul style="list-style-type: none"> Those in work or training at supervisory level or above who require an oral proficiency qualification as part of their professional competence Those wishing to enhance communication skills as part of their general career development/CPD, often on a short communications course Graduates on job-seeking courses e.g. Graduate Accelerated Programmes Mature candidates wishing to return to work or 'brush up' oral communication skills as part of an access to work course Young people studying at either college or university
Quality Assurance	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
Prior knowledge, skills and understanding	This qualification is standalone. There is no prior learning , other qualification or units a learner must have completed prior to enrolling on ESB Level 4 Award in Professional Presentation Skills.

Glossary

Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Regulated Qualifications Framework (RQF).
Credit Value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner-initiated private study, preparation and marking of formative assessment is not taken into account.
Total qualification time (TQT)	<p>Total Qualification Time is comprised of the following two elements:</p> <p>(a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor, or other appropriate provider of education or training</p>
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Assessment Criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
Indicative content	Provides guidance and advice on the key words.

Qualification Progression

Adult Learners

- Another Award/Certificate at Level 4 which may be applied in a vocational or social/personal context.

Assessment Explained

This qualification is externally assessed and quality assured by ESB. The assessment is based on each individual meeting the learning outcomes and assessment criteria, including the ability of the speaker to participate in turn as part of the listening, responding audience. The assessment process and outcome is independent but the tutor is invited to sit in as part of the audience.

Assessment Guidance

The recommended maximum number of candidates for assessment in Professional Presentation Skills is 12, for one examiner in a day, to allow for individual time schedules, changeover and breaks. For larger numbers, ESB can provide additional examiner(s) on the same day or assessments may be run over consecutive days.

Each candidate must present to a minimum audience of 5 to allow for full interaction. There may be occasions where not all members of the audience are entrants for PPS or entrants for the same ESB qualification.

The assessment group should be seated in a horseshoe with the assessor at one end and the speaker in the mouth of the horseshoe. This allows for easy eye contact across the group and ensures the assessor is part of the audience.

The assessor assesses each candidate in turn, in the presence of the group.

The assessor provides general oral feedback to the group at assessment.

The ESB assessor also provides a specific written report for each candidate on each aspect of the assessment, with guidance where needed for future progress. These reports are forwarded to the centre following assessment.

Qualification Criteria

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>
1	Be able to give a professional presentation	1.1 Show evidence of relevant research and planning complementing personal knowledge 1.2 Use logical basic structure, with development and sequencing 1.3 Make presentation with some authority, observing time limits 1.4 Deliver a presentation clearly, with evidence of vocal variety and appropriate pace 1.5 Show awareness of audience in eye contact (if physically possible) and body language 1.6 Communicate topic with appropriate use of language and register
2	Be able to use audio/visual aids	2.1 Select suitable audio/visual aids devised for theme and audience, with brief reference notes if needed 2.2 Integrate audio/visual aids in a presentation 2.3 Handle any technical equipment appropriately
3	Be able to respond to and interact with an audience	3.1 Demonstrate relevant answers on own sections, amplifying where appropriate 3.2 Make appropriate queries and comments on others' input 3.3 Make sincere efforts to handle ranging views 3.4 Demonstrate support as a member of a group

Guidance for Teachers, Trainers and Learners

1. The learner will be able to give a professional presentation.

Research and Planning

The learner should show evidence of a systematic and thorough investigation into the chosen topic. The presentation should have a clear framework of supporting facts to complement personal knowledge and interest. Information should be prioritised during the planning process. It may be helpful for learners to write an initial, simple outline of the talk. It should cover the main points structured in a logical order. If the presentation has a precise focus, it should be possible to express each of the key points in one or two simple sentences. Once the main points have been identified, the argument can be supported with appropriate information. Supporting detail for each main point should be chosen carefully to provide examples that make a strong impact and are memorable.

Structure

Based on three main elements: a beginning (introduction), a middle (the main theme) and an ending (drawing all the presented information to a conclusion), each section should be smoothly transferred and linked. The learner should have full control of the structure and be able to signpost the direction of the argument to the audience. The learner should try to gain the listeners' attention at the outset by saying something memorable. The mid-section should highlight about three to four elements and everything should be drawn to a conclusion by again doing or saying something notable, possibly leading the audience to think about the next step.

Presentation

The presentation needs to be shared with confidence and authority making good use of language within the time limits. The voice should be clearly understood and heard, while being varied and energised at an appropriate pace. The presentation should last 10 – 15 minutes and be followed by 5 – 10 minutes of questioning from the listening group to the presenter. This should include interaction between all present. All aspects of the performance should be taken into account when planning and rehearsing the presentation. Learners should be reminded to include time to:

- prepare visual aids, notes etc. before the talk begins
- distribute handouts if used
- develop points in more detail if an area of the talk needs clarification
- allow for any slight spontaneous changes
- use visual aids (change slides, annotate images etc.)

Communicate

Learners should consider the style of delivery:

- acknowledge the audience by making oral contact with them
- ask if they can see and hear
- ask rhetorical questions and provide the answer
- use language that is welcoming and involving

Learners can use the voice by varying the:

- power – learners can raise or lower the volume for emphasis and use colourful changes to best advantage.
- pace – learners can add life to the presentation by changing the pace. A slightly faster section might convey enthusiasm. A slightly slower one might add emphasis or caution.
- pitch – learners can experiment with the pitch of the voice when practising the presentation. They should try different ways of saying the same sentence. Learners may explore different ways of adding emphasis to main points. Enthusiasm and energy can be conveyed through the use of voice.
- pause – for emphasis. Learners can heighten impact of what is being said by pausing before a word or phrase to anticipate what is going to be said and get the audience's attention, or to pause after a word or phrase to reflect on what has been said.
- tone – tonal changes help to heighten interest and add variety so the voice does not sound too even.

2. The learner will be able to use visual aids.

Visual Aids – The use of visual aids and resources is key to communicating the message of the presentation. The type of resource will depend upon the topic and may include photographs, white and smart board, PowerPoint, flip chart and easel. A picture can help to bring the spoken words to life and make them more memorable. If slides are used to support the speech, it may be wise to use as few words as possible on the slides. Pictures may have more impact.

Physical items may in many cases be appropriate, e.g. a surf board, computer, bicycle, motor car, magazines or books. At least one aid/resource must be used. These items must be integrated into the talk as smoothly as possible and technical equipment needs to be handled efficiently. Learners should keep notes/cues cards to the bare minimum and refer to them as little as possible. Ideally, notes would not be referred to.

3. The learner will be able to respond to and interact with an audience.

Audience - Probably the most important element of the presentation to be considered is the audience, i.e. the people with whom the information is shared. It must be remembered that communication is two-way with the audience. The listening group needs to ask questions to the presenter who must respond with relevant answers and build on what has already been said where appropriate. The presenter needs to handle this section competently. Everyone is being assessed throughout the whole assessment period so everyone needs to be involved, making queries and commenting on the topic. Similarly, everyone needs to be supportive of each other.

Reasonable Adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the examination. In order to make an application for a reasonable adjustment, centres should email customer@esbuk.org as soon as they book an examination.

For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2019/12/ESB-POL-10-Reasonable-Adjustments-and-Special-Considerations-Policy-v4.pdf>.

Assessment Criteria

The professional presentation is graded in three areas: (1) Professional Presentation; (2) Use of Visual Aids; and (3) Response and Interaction. Each area (e.g. *Professional Presentation*) contains a set of grading criteria that are mapped to the learning outcomes and assessment criteria. Each criterion has a numerical weighting that is determined by the worth of the assessment section (e.g. Professional Presentation is worth 60% of the assessment). As part of the development process, subject specialists agreed on the relative weightings of criteria and sections.

During an assessment, an ESB assessor will review a learner's performance in all three sections. The assessor will apply the grading criterion that most accurately matches the learner's performance in that section. For instance, the assessor will examine the learner's performance in relation to each criterion (e.g. *Eye Contact in Professional Presentation*) and allocate one of the following grades:

- Unsuccessful
- Pass
- Merit
- Distinction.

For the area of *Professional Presentation*, there are small differences in the weighting of criteria for a particular grade. For example, the criterion for Evidence of Planning and Research in Merit has a higher weighting than the criterion for *Eye Contact* in Merit. Ranked from highest to lowest, the weightings are distributed as follows:

- *Evidence of Planning and Research; Organisation of Presentation; Delivered in a Clear Suitable pace.*
- *Provides a clear Introduction; Transition between sections; Communicates the topic; Adheres to time limits; Eye Contact; Hold the audience's attention.*

As a result, a learner's performance in a higher-weighted criterion will have a greater impact in determining their overall grade for the qualification. For the areas of *Visual Aids* and *Response and Interaction*, each criterion is equally weighted. For example, the criterion for *Clear and Appropriate Visual/Audio Aids* in Merit contains an equal weighting to the criterion for *Reference to the Visual /Audio Aids* during the presentation in Merit. When a learner has finished the assessment, an ESB assessor will complete a report form which will use the weightings to calculate an overall grade. Learners can attain one of the following overall grades:

- Unsuccessful
- Pass
- Merit
- Distinction

Our assessments aim to promote clear, effective and confident oral communication amongst all learners. the assessment model is compensatory. If a learner is *Unsuccessful* in a specific criteria or a number of criterion, they can receive an overall *Pass* if they achieve a higher grade in a different criterion or group of criteria.

	Pass	Merit	Distinction
Section 1 – Presentation 60%	Show evidence - relevant research and planning complementing personal knowledge.	Show evidence - relevant high-quality research and planning complementing personal knowledge.	Show evidence – relevant high quality and in-depth research and planning complementing personal knowledge.
	Introduction – give title only.	Introduction – give title and reasons.	Introduction – give title and detailed reasons for choice.
	Demonstrate you have organised the presentation into a logical structure.	Demonstrate you have organised the presentation into a logical structure and provide a coherent introduction for each section.	Demonstrate you have organised the presentation into a logical structure and provided a coherent introduction for each section, giving a detailed and clear end.
	Transition between each section is hesitant.	Transition between each section is carried out smoothly with minor hesitation.	Transition between each section is carried out seamlessly and smoothly.
	Deliver a presentation in a clear manner, at a suitable pace for the audience, with reference notes if needed.	Deliver a presentation in a clear manner, at a suitable pace for the audience, with brief reference to notes.	Deliver a presentation in a clear manner, at a suitable pace for the audience, with no reference to notes.
	Communicate the topic using some verbal and nonverbal language.	Communicate the topic using verbal and non-verbal language.	Competently communicate the topic using verbal and non-verbal language.
	Under allotted time.	Over allotted time.	Speaks for full time allowed.
	Make some eye contact with the audience.	Make regular eye contact with the audience.	Share content enthusiastically, while maintaining the flow.
	Hold the audience's attention some of the time.	Hold the audience's attention most of the time.	Hold the audience's attention all of the time.

	Pass	Merit	Distinction
Section 2 - Use of Visual Aids 10%	Select visual aids. Visual aids should be clear and devised for <ul style="list-style-type: none"> • theme • audience 	Select visual aids. Visual aids should be clear and devised for <ul style="list-style-type: none"> • theme • audience • helping you reach your objectives 	Select visual aids. Visual aids should be clear and devised for <ul style="list-style-type: none"> • theme • audience • helping you reach your objectives • to enhance what is being said
	Make some reference to the visual aids during the presentation.	Make frequent reference to the visual aids during the presentation.	Make consistent reference to the visual aids during the presentation.

	Pass	Merit	Distinction
Section 3 - Response and Interaction 30%	Invite questions from the audience.	Invite questions from the audience confidently.	Invite questions from the audience confidently and with authority.
	Handle the audience's questions.	Show some natural handling of the audience's questions.	Show natural handling of the audience's questions and give supportive responses.
	Ask one or two questions as a group member.	Questions seek new information as a group member.	Thoughtful and more complex questions and relevant comments as a group member.
	Brief contribution when reminded.	Contribution throughout.	Always ready to take part supportively.
	Make appropriate queries and comments on others' input.	Make some appropriate queries and comments on others' input.	Demonstrate excellent support as a member of a group.

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