

# Contents

<b>About this guide</b>	<b>5</b>
<b>Section 1: Meeting VET sector requirements</b>	<b>7</b>
1.1 How Aspire's resources assist in meeting requirements	7
1.2 Resource quality assurance processes	16
<b>Section 2: Unit of competency information</b>	<b>17</b>
2.1 Unit of competency	17
2.2 Unit of competency assessment requirements	20
2.3 Aspire resources available for this unit	21
2.4 Target groups	23
<b>Section 3: Training requirements</b>	<b>25</b>
3.1 Delivery approach	25
3.2 Delivery plans	26
3.3 Learning mapping	36
3.4 Solutions – general guidance	42
3.5 Solutions to practice tasks	43
3.6 Solutions to learning checkpoints	50
<b>Section 4: Assessment</b>	<b>62</b>
4.1 Assessment approach	62
4.2 Assessment procedures	63
4.3 Assessment mapping	69
4.4 Assessment solutions and marking guidance	73
4.5 Completing the record of outcome	82
<b>Section 5: Forms</b>	<b>84</b>
<b>Section 6: Glossary of VET terminology</b>	<b>85</b>

# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p><b>Australian Qualifications Framework</b></p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>
<p><b>Volume of learning</b></p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a></p>	<p>The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBCMM401 Make a presentation

##### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

##### Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

##### Unit Sector

Communication – Interpersonal Communication

##### Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBCMM401 Make a presentation

#### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.
<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>prepare and deliver presentations related to occupation or area of interest which demonstrate the use of: <ul style="list-style-type: none"> <li>effective presentation strategies and communication principles</li> <li>aids and materials to support the presentation</li> </ul> </li> <li>select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge Evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> <li>identify information collection methods that will support review and feedback of presentations</li> <li>identify regulatory and organisational obligations and requirements relevant to presentations</li> <li>describe the principles of effective communication</li> <li>describe the range of presentation aids and materials available to support presentations.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:</p> <ul style="list-style-type: none"> <li>equipment, materials and business software packages for making a presentation</li> <li>business technology</li> <li>interaction with others.</li> </ul> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
<b>Links</b>	<p>Companion volumes available from the IBSA website:  <a href="http://www.ibsa.org.au/companion_volumes">http://www.ibsa.org.au/companion_volumes</a> -  <a href="http://www.ibsa.org.au/companion_volumes">http://www.ibsa.org.au/companion_volumes</a></p>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBCMM401 Make a presentation*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Prepare a presentation	
<b>Suggested time allocation:</b> 20 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–13
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBCMM401 Make a presentation</i> , Release 1 Topic 1: Prepare a presentation	<ul style="list-style-type: none"> <li>Personnel</li> <li>Aids and materials</li> <li>Content creators</li> <li>Literacy</li> <li>Previous experience</li> <li>Individual presentation</li> <li>Team presentation</li> <li>Oral presentation</li> <li>Electronic presentation</li> <li>Audio-visual presentation</li> <li>Remote delivery</li> <li>Privacy</li> <li>Anti-discrimination</li> <li>Consumer protection</li> <li>Creative software programs</li> <li>Teleconferencing and videoconferencing</li> <li>Slides and an overhead projector</li> <li>Computer simulations</li> <li>Models</li> <li>Diagrams, charts and posters</li> <li>Paper-based materials</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBCMM401 Make a presentation</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	

## 3.3 Learning mapping

*BSBCMM401 Make a presentation, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Prepare a presentation</b>			
1.1 Plan and document presentation approach and intended outcomes	1A Plan and document the presentation approach and intended outcomes	1	LC1: Part A 5 Part B 1, 4
1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed	1B Choose appropriate presentation strategies, format and delivery methods	2	LC1: Part A 2 Part B 1
1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas	1C Select appropriate presentation aids, materials and techniques	3	LC1: Part A 2, 3 Part B 2
1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation	1D Brief others involved in the presentation on their roles/responsibilities within the presentation	4	LC1: Part A 4
1.5 Select techniques to evaluate presentation effectiveness	1E Select techniques to evaluate the effectiveness of the presentation	5	LC1: Part B 3, 5
<b>Element 2: Deliver a presentation</b>			
2.1 Explain and discuss desired outcomes of the presentation with the target audience	2A Explain and discuss the desired outcomes of the presentation with the audience	6	LC2: Part A 1–4 Part B 1–5

## 4.3 Assessment mapping

BSBCMM401 Make a presentation, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third party report
<b>Element 1: Prepare a presentation</b>					
1.1 Plan and document presentation approach and intended outcomes	Q1	P1	P1		
1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed	Q2	P3	P3	O16	O16
1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas				O18	O18
1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation		P6	P6		
1.5 Select techniques to evaluate presentation effectiveness		P7	P7		
<b>Element 2: Deliver a presentation</b>					
2.1 Explain and discuss desired outcomes of the presentation with the target audience				O9	O9
2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas				O10	O10
2.3 Monitor nonverbal and verbal communication of participants to promote attainment of presentation outcomes				O7	O7
2.4 Use persuasive communication techniques to secure audience interest				O12	O12

## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBCMM401 <i>Make a presentation</i> , Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Making a presentation at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Making a presentation at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	