MAPPING DOCUMENT - Deliver a Presentation

		Powerpoint file	Assessor Observation	Video recording	Peer feedback	Reflection	Action Plan	Questioning	Delegate pack
	Evidence reference:	**13**	**21**	**22**	**25**	**29**	**30**	**2**	**21**
1.1	Explain the purpose of using different types of presentation and equipment.							✓ **Question 12**	
1.2	Explain different ways of delivering presentations and their features.							✓ **Question 12**	
1.3	Explain the procedures to be followed when preparing a presentation.							✓ **Question 10**	
1.4	Explain the benefits of preparing for giving a presentation.							✓ **Question 11**	
1.5	Describe the types of problems that may occur with equipment and how to deal with them.							✓ **Question 11**	
1.6	Explain the purpose and benefits of contingency planning.							✓ **Question 13**	
1.7	Explain the purpose and benefits of collecting feedback from the audience on the presentation.			✓ **10:25**				✓ **Question 14**	
1.8	Explain the purpose and benefits of evaluating presentations and own performance.			✓ **12:45**			✓	✓ **Question 16**	
2.1	Explain and illustrate how presentations may be enhanced by materials and equipment.							✓ **Question 19**	✓
2.2	Explain and illustrate how presentations may be enhanced by use of communication and interpersonal skills.							✓ **Question 19**	
2.3	Describe how to gauge audience reaction to the presentation.							✓ **Question 19**	
2.4	Explain the purpose and benefits of summarising important features of the presentation.							✓ **Question 20**	✓
2.5	Describe the purpose and benefits of giving the audience opportunities to ask questions.			✓ **09:10**				✓ **Question 20**	

3.1	Select any equipment needed and plan how to use it to best effect.			✓ 01:25				✓ **Question 21**	
3.2	Make contingency plans in case of equipment failure or other problems, if required.							✓ **Question 22**	✓
3.3	Practise the presentation and its timing.							✓ **Question 12**	
3.4	Obtain feedback on planned presentation and make adjustments, if required.							✓ **Question 18**	
4.1	Check equipment and resources.		✓	✓ 00:10					
4.2	Circulate presentation materials.		✓						✓
4.3	Introduce self to audience and state aims of the presentation.	✓ **Slide 2**	✓	✓ 03:00					
4.4	Address the audience, speaking clearly and confidently, using language to suit the topic and audience.		✓	✓ 03:30					
4.5	Vary tone, pace and volume to emphasise key points.		✓	✓ 04:07					
4.6	Gauge audience reaction during the presentation and adapt if required.		✓	✓ 08:20					
4.7	Summarise throughout the presentation to emphasise key points and help to maintain audience interest.	✓ **Slide 5, 12, 17**	✓	✓ 09:00					
4.8	Use body language in a way that reinforces presented information.		✓	✓ 05:09					
4.9	Use equipment, where appropriate, to enhance the presentation, and deal with any problems that may occur.	✓ **Slide 16**	✓	✓ 07:30					
4.10	Provide the audience with opportunities to ask questions.	✓ **Slide 18**	✓	✓ 09:00					
4.11	Listen carefully to questions and respond in a way that meets the audience's needs.		✓	✓ 09:20					
5.1	Collect feedback on the presentation.		✓	✓ 10:30	✓				
5.2	Reflect on own performance and identify learning points.					✓	✓		
5.3	Evaluate the presentation and own performance and identify changes that will improve future presentations.					✓	✓		

NOTE: This is a different mapping matrix to that supplied by AAT. It is acceptable to use a different format; however there must be assessment documentation to show detailed feedback to the student throughout the duration of the evidence gathering and confirmation that the assessor agrees the mapping. Using the mapping table above, evidence of assessor agreement with the mapping could be as simple as:

4.3	Introduce self to audience and state aims of the presentation.	✓ Slide 2 MS 22/1/15	✓ MS 20/1/15	✓ 03:00 MS 20/1/15					

There is no requirement for more than one piece of evidence to cover each assessment criteria. However, at level 4 the depth of answer required is such that there will be many assessment criteria where more than one piece of evidence would be needed to provide adequate coverage, at the required depth, for competence to be demonstrated.

1. The evidence references within a unit do not have to be consecutive (although evidence organised in the portfolio should be consecutive and in numerical order). It is good practice for evidence to be used across a number of different units hence the reason the numbering for evidence within a unit may not be consecutive. However evidence covering assessment criteria from multiple units must be uploaded in each unit to where the evidence applies.
2. For evidence reference 13, Powerpoint file, as this file contains a number of slides the mapping includes the exact slide number where the assessment criteria is covered.
3. For evidence reference 21, Assessor observation, the exact place within the evidence has not been indicated on this mapping grid as the assessment criteria have been included alongside the respective sentence in the observation report
4. For evidence reference 22, Video recording, as this file is of a long duration the exact time/recording count where the assessment criteria is covered has been included within this mapping document
5. For evidence reference 29, Reflection, as this is a relatively short piece of about 350 words it was not considered necessary to map further.
6. For evidence reference 2, Questioning, as this file contains a large number of questions covering all units, even though each question has the unit and assessment criteria fully detailed against each question, the exact question number where the assessment criteria is covered is detailed on this mapping document also.