



Australian Government

Department of Education, Employment and Workplace Relations

LGACOM403B Conduct public educational presentations

Release 2

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Modification History

LGACOM403B Release 1: Primary release.

Unit Descriptor

This unit covers contribution to the development, presentation and evaluation of educational and information sessions for the public. The unit is appropriate for staff members who conduct presentations to the public as part of their council duties. It is particularly suitable for those who do not hold formal training or educational qualifications.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the development of educational and information strategies	1.1. Specific information needs of the public are identified. 1.2. Suggestions for changes to existing educational programs are documented and submitted for discussion with relevant personnel. 1.3. Contributions are made to the production of educational or information material. 1.4. Material to be used or distributed in public presentations is checked for accuracy and completeness.
2. Plan and organise public presentations	2.1. Aims and objectives of presentations are documented and clarified with stakeholders. 2.2. Presentations are planned taking into account characteristics of audience and subject matter to be presented. 2.3. Required equipment and other resources are identified and organised. 2.4. Relevant organisations are contacted to gain information. 2.5. Technical and/or administrative support is accessed to assist in the organisation of the presentation.
3. Conduct public presentation with appropriate media	3.1. Information is presented in a logical sequence. 3.2. Equipment is operated correctly and used effectively. 3.3. Appropriate aids are used to help the audience understand the presentation. 3.4. Language used is appropriate to the characteristics of the audience. 3.5. Questions and concerns raised by audience members are responded to clearly and effectively. 3.6. Difficult situations that may occur during the public presentation are managed professionally and ethically.
4. Evaluate presentations	4.1. Audience understanding and response is assessed. 4.2. Feedback from audience and observers is analysed. 4.3. Recommendations for improvement to the presentations are documented and discussed with relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- communicating information
- organising
- interpreting feedback
- assessing own performance
- planning
- keeping records of schedules and costings

Required Knowledge

- adult education principles
- child education principles
- strategies for retaining group interest in presentations
- operating audiovisual and other equipment
- preparing educational aids, including overhead transparencies
- presentation techniques
- subject matter of presentation
- cultural diversity

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- conduct public educational presentations
- apply presentation style appropriate to audience
- organise and use equipment and training aids effectively
- use comprehensive evaluation and reporting skills.

Context of assessment

Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

Evidence should be gathered over a period of time in a range of actual or simulated management environments.

Resource implications

Access to equipment such as:

- overhead projector and other presentation aids
- appropriate computer software
- if simulated case study, access to mock audience.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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| <p><i>Equipment and materials for presentations</i> may include:</p> | <ul style="list-style-type: none"> • audiovisual • models • photographs • film |
| <p><i>Required resources</i> may include:</p> | <ul style="list-style-type: none"> • suitable venue • stationery for audience to take notes • refreshments for the audience and speakers • security passes for visitors |
| <p><i>Characteristics of audience</i> may include:</p> | <ul style="list-style-type: none"> • ethnic, cultural and linguistic background • age • gender |
| <p><i>Audience</i> may include:</p> | <ul style="list-style-type: none"> • schools and TAFE groups • local community organisations |
| <p><i>Difficult situations</i> that may occur may include:</p> | <ul style="list-style-type: none"> • complaints from the audience • lack of audience attentiveness, including talking, arriving late and leaving during the presentation • illness of an audience member • equipment failure |
| <p><i>Feedback and evaluation</i> may be conducted through:</p> | <ul style="list-style-type: none"> • happy sheets • surveys and questionnaires regarding aspects of the presentation, venue, speakers and content of material supplied • interviews and personal follow up with audience members after the presentation • comments and feedback from observers • self-reflection |
| <p><i>Relevant personnel and stakeholders</i> may include:</p> | <ul style="list-style-type: none"> • community groups or other audience members • supervisors • public relations or marketing department • community development department |

Unit Sector(s)

Common.

Competency field

Not applicable.