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| **Title** | **Deliver a short academic oral presentation (EAP)** | | |
| **Level** | **3** | **Credits** | **5** |

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| **Purpose** | Learners credited with this unit standard are able to deliver a short academic oral presentation. |

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| **Classification** | Languages > English for Academic Purposes |

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| **Available grade** | Achieved |

**Guidance Information**

1 This unit standard is one of a suite of five English for Academic Purposes (EAP) Level 3 standards. It contributes to the New Zealand Certificate in English Language (Academic) (Level 3) [Ref: ????]. These standards are designed to assess a learner’s readiness to pathway onto EAP Level 4 standards.

2 This unit standard is at a level comparable to the Common European Framework of Reference (CEFR) low B2. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.

3 It is recommended that assessment against this unit standard is conducted in conjunction with assessment against other Level 3 English for Academic Purposes unit standards. Assessment may occur in conjunction with study and assessment in other learning areas.

4 Assessment may be conducted in an actual or simulated situation that closely reflects an authentic context. This may include – seminar, speech, online presentation.

5 The oral presentation should be five minutes and may include a question-and-answer session.

6 The delivery cannot be heavily reliant on written material but there may be occasional reference to this.

7 The assessor must be satisfied that the learner can independently demonstrate competency against the unit standard.

8 For quality assurance purposes, including moderation, assessment against this unit standard must be recorded both aurally and visually. Recordings must ensure the learner and visual aids are clearly visible.

9 Definitions

*Broad knowledge base* means learners must have drawn upon source materials of sufficient complexity of content.

*Verbal features* refer to the use of discourse markers, eliciting and responding to questions, rhetorical questions, hyperbole, repetition.

*Non-verbal* refers to pauses, changes in pitch and volume, gestures for effect, eye contact.

**Outcomes and performance criteria**

**Outcome 1**

Deliver a short academic oral presentation.

**Performance criteria**

1.1 A broad knowledge base is displayed in a structured and coherent manner addressing an academic topic.

1.2 Presentation is organised in a generally structured and coherent manner.

1.3 Spoken language is generally understood and clear.

Range pronunciation, fluency, audibility.

1.4 Varied English language structures are used with generally good control. Errors and inaccuracies seldom impede meaning.

1.5 Vocabulary is appropriate to the academic context.

1.6 Strategies are used to promote engagement with the audience.

Range may include – verbal and non-verbal communicative strategies.

1.7 Visual aids are used to contribute to the presentation.

Range may include – whiteboard, realia, text, diagram, PowerPoint, video/audio clip, map, poster.

1.8 Source material is acknowledged.

Range may be included in the presentation or stated orally.

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| **Planned review date** | 31 December 2028 |

**Status information and last date for assessment for superseded versions**

| **Process** | **Version** | **Date** | **Last Date for Assessment** |
| --- | --- | --- | --- |
| Registration | 1 | 23 November 2017 | 31 December 2025 |
| Rollover | 2 | 28 July 2022 | 31 December 2025 |
| Review |  |  |  |

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| **Consent and Moderation Requirements (CMR) reference** | 0226 |

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.