



## Unit 17 Adapt personal information for employers

### Level 2

#### Evidence requirements for centre assessors

Assessment must take place before submitting learner work to the OCR Examiner-moderator. This should be made evident by the centre assessor using annotations (i.e. ticks and comments).

Assessment criteria	Requirements
1.1 Identify the types of personal information required by employers for a specific job	Learners must identify a minimum of <b>three</b> different types of information needed by the employers of the identified job. e.g. <ul style="list-style-type: none"> <li>• personal contact details</li> <li>• education and specific qualifications</li> <li>• relevant work experience with dates</li> <li>• references</li> <li>• national insurance number</li> <li>• personal qualities and interests</li> <li>• bank details</li> <li>• proof of identity.</li> </ul>

Assessment criteria	Requirements
1.2 Explain why different types of personal information are needed	<p>Learners must explain <b>why</b> different types of personal information are needed by an employer giving at least <b>three</b> examples.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• to prove identity</li> <li>• right to work in UK</li> <li>• to keep personnel records up to date</li> <li>• to meet legal requirements</li> <li>• to ensure salary can be paid</li> <li>• to have contact details.</li> </ul>
1.3 Explain the impact of not providing personal information	<p>Learners must explain the impact of not providing information giving at least <b>three</b> examples.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• employment refused</li> <li>• employment rights denied</li> <li>• health and safety issues</li> <li>• not being paid</li> <li>• being put onto the wrong tax code.</li> </ul>
1.4 Explain the risks associated with giving out personal information	<p>Learners must explain <b>two</b> risks associated with giving out personal information.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• issues with confidentiality</li> <li>• personal information can change or be lost</li> <li>• permission to share not always requested</li> <li>• identity theft.</li> </ul>

Assessment criteria	Requirements
<p>2.1 Demonstrate how to communicate personal information in a range of situations</p>	<p>Learners must communicate personal information on <b>three</b> different occasions in working life and must communicate <b>three</b> pieces of personal information during each task.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• name</li> <li>• address</li> <li>• dob</li> <li>• contact number</li> <li>• personal goals</li> <li>• confirmation of appointments.</li> </ul> <p>The tasks may be during a telephone call, a face to face interview or in a group situation.</p> <p>e.g.</p> <p>a telephone call to a potential workplace, during an interview with a tutor, workplace manager or mentor or during a group presentation.</p> <p>The evidence provided must explain the different situations chosen for the <b>three</b> tasks and state clearly the <b>three</b> pieces of personal information communicated.</p> <p>The tasks can be evidenced by any suitable means for example a witness statement, recording, video or annotated photo.</p>
<p>3.1 Complete an application form for a specific job</p>	<p>The application form must be for a job that interests the learner. It may be provided by the centre or sourced by the learner. It may be electronic, handwritten or typed.</p> <p>The final draft of the form <b>must</b> be submitted as evidence and must be legible and fit for purpose.</p>

Assessment criteria	Requirements
3.2 Produce a covering letter for an application for a specific job	<p>The covering letter <b>must</b> support a specific job. It should be formal in style and say why the learner would like to be considered for the job.</p> <p>The letter <b>must</b> be submitted as evidence and must be appropriate, legible and fit for purpose.</p>
3.3 Produce a curriculum vitae (CV) that can be adapted for specific jobs	<p>The CV <b>must</b> include the following personal information – <b>name, contact details, education or training and referees.</b></p> <p>The final draft of the CV <b>must</b> be submitted as evidence and must be legible and fit for purpose.</p>
3.4 Explain why documentation must be adapted for specific jobs	<p>Learners <b>must</b> give an explanation as to why documentation must be adapted for specific jobs.</p> <p>e.g:</p> <ul style="list-style-type: none"> <li>• emphasis on different skills or attributes for different jobs</li> <li>• show knowledge of specific jobs</li> <li>• show an interest in specific jobs</li> <li>• factory job needs different skills to a care workers job.</li> </ul>
4.1 Identify different ways to present evidence of personal achievements	<p>Learners <b>must</b> identify at least <b>two</b> different ways to present evidence of personal achievements.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• IT</li> <li>• audio/video</li> <li>• photography</li> <li>• portfolios</li> <li>• posters</li> <li>• witness statements</li> <li>• letters.</li> </ul>

Assessment criteria	Requirements
4.2 Give a presentation of personal achievements	<p>Learners must present evidence of at least <b>three</b> personal achievements The presentation may be verbal, written or visual.</p> <p>The evidence must clearly state at least <b>three</b> achievements and <b>how</b> the achievements were presented.</p>
4.3 Explain why presentation of personal achievements is important	<p>Learners <b>must</b> explain why the presentation of personal achievements is important, giving at least <b>two</b> examples.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• showing employers softer skills as well as skills specific to job role</li> <li>• attracting attention of future employers</li> <li>• standing out from other applicants</li> <li>• ensuring that personal achievements are recognised by prospective employers.</li> </ul>
5.1 Evaluate own written and verbal skills when presenting personal information	Learners <b>must</b> evaluate their own skills and identify at least <b>one strength</b> and <b>one weakness</b> in each of their <b>written</b> and their <b>verbal</b> skills.
5.2 Recommend ways to improve written and verbal skills for the future	Learners <b>must</b> recommend ways they could improve their identified weaknesses.