

<b>Unit Title:</b>	<b>Providing personal information for working life</b>
OCR unit number:	Unit 5
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	Y/505/4049

## Unit aim and purpose

The unit will provide learners with knowledge of how to present personal information in working life situations. Learners will be able to provide personal information when making and receiving telephone calls, preparing work-related forms, preparing a Curriculum Vitae (CV) and presenting evidence of personal achievements. Learners will know how to identify improvements to own skills when preparing personal information for future working life.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p><b>The Learner will:</b></p> <p>1 Know how personal information is provided in working life situations</p>	<p><b>The Learner can:</b></p> <p>1.1 Identify working life situations when an individual needs to provide personal information</p> <p>1.2 Identify personal information an individual needs to provide in working life situations</p>	<p>Working life situations when an individual would provide personal information, e.g.:</p> <ul style="list-style-type: none"> <li>• to an employer when moving house</li> <li>• to the receptionist when visiting a supplier</li> <li>• to an online bank when opening an account for salary</li> </ul> <p>Personal information needed for working life situations, i.e.:</p> <ul style="list-style-type: none"> <li>• contact details, e.g.: name, address, telephone number</li> <li>• personal details, e.g.: age, date of birth, employment status</li> <li>• security details, e.g.: passwords, Internet user ID, numbers (e.g. Personal Identification Number – PIN)</li> <li>• education details, e.g.: school, qualifications</li> <li>• health details, e.g.: disability, name of General Practitioner (GP)</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	1.3 Identify how personal information is provided in working life situations	How to provide in working life situations, i.e.: <ul style="list-style-type: none"> <li>• written</li> <li>• verbal</li> <li>• electronic</li> </ul>
2 Be able to provide personal information using the telephone	2.1 Make a routine telephone call for a familiar situation, providing own personal information  2.2 Receive a routine telephone call for a familiar situation, providing own personal information	Routine telephone calls may be: <ul style="list-style-type: none"> <li>• real <b>or</b> simulated</li> <li>• initiated by the learner</li> <li>• responded to by the learner</li> <li>• linked to the working life situations identified in LO1</li> <li>• linked to personal situations</li> </ul>
3 Be able to produce documents requiring personal information for working life	3.1 Complete a form relevant to working life  3.2 Produce a Curriculum Vitae (CV) with personal information for use in working life, to include: <ul style="list-style-type: none"> <li>• name</li> <li>• contact details</li> <li>• education with dates</li> <li>• personal skills and attributes</li> <li>• other relevant information</li> </ul> 3.3 Produce a Curriculum Vitae (CV) for use in working life, checking that it is: <ul style="list-style-type: none"> <li>• legible</li> <li>• logical</li> <li>• in an appropriate format</li> <li>• checked and free from errors</li> </ul>	Provide legible and appropriate responses on a form.  Forms, e.g.: <ul style="list-style-type: none"> <li>• application to open a bank account bank</li> <li>• work placement application</li> <li>• holiday request form</li> </ul> Teacher/tutor may provide a template for learners to complete  CV. i.e.: <ul style="list-style-type: none"> <li>• contact details including address, telephone number and/or email address</li> <li>• education details/dates e.g. school college, training</li> <li>• skills and attributes e.g. reliable, hard work, ICT</li> </ul> CV other relevant information, e.g.: <ul style="list-style-type: none"> <li>• employment details, e.g. part time work/dates</li> <li>• reference details</li> <li>• hobbies/interests</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
4 Be able to present evidence of personal achievements	4.1 Collect evidence of personal achievements  4.2 Present evidence of personal achievements	Evidence of personal achievements, e.g.: <ul style="list-style-type: none"> <li>• certificates,</li> <li>• work products</li> <li>• witness statements</li> </ul> Presentation, e.g.: <ul style="list-style-type: none"> <li>• verbal</li> <li>• written</li> <li>• visual</li> </ul>
5 Know the personal skills that need to be developed when presenting personal information	5.1 Identify the skills used when presenting personal information relating to: <ul style="list-style-type: none"> <li>• receiving a telephone call</li> <li>• making a telephone call</li> <li>• completing a form</li> <li>• preparing a CV</li> <li>• presenting personal achievement</li> </ul> 5.2 Identify ways to improve skills for future presentation of personal information	Skills used, e.g.: <ul style="list-style-type: none"> <li>• speaking clearly</li> <li>• correct spelling and punctuation</li> <li>• following instructions/notes</li> <li>• checking information on forms</li> </ul> Ways of improving skills, e.g.: <ul style="list-style-type: none"> <li>• use video/audio to record calls and playback</li> <li>• attending literacy support sessions</li> <li>• use dictionary/spell-check to improve spellings</li> </ul>
6 Know situations when presenting personal information will be important for future working life	6.1 Identify future situations in working life when personal information might be needed  6.2 Outline the importance of providing personal information in working life	Situations: <ul style="list-style-type: none"> <li>• routine</li> <li>• in the near future</li> </ul>

## Assessment

---

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to produce evidence that enables candidates to meet all of the learning outcomes and assessment criteria in the units. When submitting centre devised evidence to OCR an evidence checklist must be completed and attached.

When candidates complete a task, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

## Evidence requirements

---

Evidence can be produced either through real work or by means of simulated activities.

In order to achieve this unit the candidate must demonstrate that they have met all of the stated learning outcomes and assessment criteria. OCR has produced specific assessment guidance for each unit which centre assessors must follow to ensure the evidence meets all the requirements of the units.

## Guidance on assessment and evidence requirements

---

The unit content describes what has to be taught to ensure that candidates are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, candidates must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* for information on how to assist candidates with special access requirements.

## Functional skills signposting

---

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	
Writing	√	Interpreting		Develop, present and communicate information	

## Resources

---

Access to sources of under-pinning knowledge such as centre teaching materials, websites books, journals, etc., might be of help. However candidates are not expected to reproduce other people's written work.

The following resources are available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk):

- Unit specification
- Candidate evidence booklets, evidence checklists and assessment guidance for each unit
- Worked examples of tasks from evidence booklets
- Employability Skills Glossary
- Employability Skills support pack
- Tutor Support Sheet - Skills and attributes
- Frequently Asked Questions (FAQs)
- Introduction for Tutors in the evidence booklet
- Administration documents: Submission Cover Sheet, internal standardisation form

## Additional information

---

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .