

Unit Title:	Presenting personal information for the workplace
OCR unit number:	Unit 17
Level:	Level 2
Credit value:	3
Guided learning hours:	30
Unit reference number:	D/505/4098

Unit aim and purpose

The unit will provide learners with understanding of how personal information is required for different workplace situations, the methods of presenting it and associated risks. Learners will be able to demonstrate communication skills when making and receiving telephone calls, when completing forms for different workplace purposes, and when producing a Curriculum Vitae (CV) with covering documents for employment. Learners will be able to present evidence of personal achievements in different formats and reflect on own skills when presenting personal information to plan improvement for the future workplace situations.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for covered
<p>The Learner will:</p> <p>1 Understand the importance of providing personal information in relation to workplace situations</p>	<p>The Learner can:</p> <p>1.1 Identify personal information an individual would need in different workplace situations</p>	<p>Personal information, e.g.:</p> <ul style="list-style-type: none"> • contact details, e.g. address, telephone number • personal details, e.g. age, date of birth • security details, e.g. passwords or numbers • bank details, e.g. name of bank, account number • education details, e.g. school, qualifications • proof of identity, e.g. utility bills, bank statement, signed photograph <p>Situations, e.g.:</p> <ul style="list-style-type: none"> • completing a job application • logging onto websites, e.g. intranet and internet • booking a hire car • applying for a training course • informing employer of change of circumstances e.g. address, marital status, bank

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	<p>1.2 Explain why different types of personal information are needed for different workplace situations</p> <p>1.3 Explain the impact of not providing personal information for a workplace situation</p> <p>1.4 Explain different methods of presenting personal information in the workplace, to include:</p> <ul style="list-style-type: none"> • routine situations • non-routine situations 	<p>Why information is needed, e.g.:</p> <ul style="list-style-type: none"> • to prove identity / residency • to keep personnel records up-to-date • to prevent breaches of security • to meet legal requirements e.g. health and safety, driving <p>The impact, e.g.:</p> <ul style="list-style-type: none"> • employment will be refused • the employer could be prosecuted <p>Routine situations e.g. familiar to the candidate Non-routine e.g. irregular / infrequent</p> <p>Methods of presenting personal information, i.e.:</p> <ul style="list-style-type: none"> • written, e.g. handwritten, word processed • electronic, e.g. email, Facebook, Twitter, Skype / video conference • verbal – face-to-face, e.g., meetings • verbal - telephone, e.g. mobile phone
<p>2 Understand risks associated with personal information in the workplace</p>	<p>2.1 Explain how behaviours in the workplace can put personal information at risk</p>	<p>Behaviours: i.e.:</p> <ul style="list-style-type: none"> • deliberate action • negligence <p>Risks: e.g., risks to</p> <ul style="list-style-type: none"> • self • colleagues • customers/clients/public

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<p>3 Be able to use communication skills to accurately provide own personal information in telephone calls</p>	<p>3.1 Demonstrate the use of communication skills by providing accurate personal information in a routine telephone call, to include:</p> <ul style="list-style-type: none"> • listening carefully • questioning for clarification • speaking clearly and effectively (tone, inflection, accent, language) • controlling the time and pace of the call • summarising information • checking for accuracy <p>3.2 Demonstrate the use of communication skills by providing accurate personal information in a non-routine telephone call, to include:</p> <ul style="list-style-type: none"> • listening carefully • questioning for clarification • speaking clearly and effectively (tone, inflection, accent, language) • controlling the time and pace of the call • summarising information • checking for accuracy 	<p>Demonstrate appropriate skills, techniques and behaviours.</p> <p>Routine and non-routine workplace telephone calls may be:</p> <ul style="list-style-type: none"> • real or simulated • initiated by the learner • responded to by the learner • linked to the workplace situations identified in LO1

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<p>4 Be able to produce documents requiring personal information in relation to work situations</p>	<p>4.1 Complete an application form, for a specific job, to include:</p> <ul style="list-style-type: none"> • following instructions accurately • all sections completed (according to guidance) • fit for purpose • accurate spelling, punctuation and grammar <p>4.2 Produce a covering document for an application for a specific job</p> <p>4.3 Complete a form accurately with personal information, for a specific work situation, to include:</p> <ul style="list-style-type: none"> • following instructions • completing all sections (according to guidance) • accurate spelling, punctuation and grammar <p>4.4 Produce documents checking they are:</p> <ul style="list-style-type: none"> • legible • logical • in an appropriate format • free from alterations or changes 	<p>Covering documents may be handwritten or electronic, e.g. letter or email.</p> <p>Forms for specific work situations, e.g.:</p> <ul style="list-style-type: none"> • to join an organisation's facilities, e.g. resource centre, social club • training application form • annual leave request • health screening request e.g. eye testing, wellbeing • uniform request

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<p>5 Be able to present personal information on a curriculum vitae (CV) in relation to an employment opportunity</p>	<p>5.1 Produce a curriculum vitae (CV) for use in relation to a specific job opportunity, to include:</p> <ul style="list-style-type: none"> • name • contact details • schools and colleges attended (including dates) • referee (including full contact details) • personal attributes • skills and experience • other relevant information <p>5.2 Produce a curriculum vitae (CV) for use in relation to a specific job opportunity, checking that it is:</p> <ul style="list-style-type: none"> • legible • logical • in an appropriate format • checked and free from errors <p>5.3 Produce a covering document to accompany a CV for use in relation to employment opportunities, to include:</p> <ul style="list-style-type: none"> • correct style, language and grammar • correct format and layout 	<p>Teacher/tutor may provide a template for learners to complete</p> <p>CV. i.e.:</p> <ul style="list-style-type: none"> • contact details including address, telephone number and/or email address • work experience e.g. past and/or current employment, voluntary • education details/dates e.g. school college, training • personal attributes e.g. reliable, hard work, honest • skills and experience • reference details <p>References</p> <ul style="list-style-type: none"> • contact details • appropriateness • difference between personal and professional <p>CV other relevant information, e.g.:</p> <ul style="list-style-type: none"> • qualifications e.g. achieved or working towards with dates/hobbies/interests <p>Covering documents may be handwritten or electronic</p>

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<p>6 Be able to present, in different formats, evidence of own personal achievements, in relation to future employment</p>	<p>6.1 Collate evidence of personal achievements in relation to an employment-related situation</p> <p>6.2 Present evidence of own personal achievements in different formats, in relation to an employment-related situation</p> <p>6.3 Explain why presentation of personal information is important in employment-related situations</p>	<p>Evidence of employment-related personal achievements, e.g.:</p> <ul style="list-style-type: none"> • certificates, e.g. qualifications, sport, music, first aid • work products, e.g. written work, drawings, photographs • witness statements, e.g. from work experience <p>Relating to employment, e.g.</p> <ul style="list-style-type: none"> • photographs of window displays for visual marketing • witness testimony for building work <p>Presentation of evidence , e.g.:</p> <ul style="list-style-type: none"> • portfolio • witness statements • presentation • video evidence • examples of work <p>Importance, e.g.:</p> <ul style="list-style-type: none"> • present a professional image • to show good organisational skills
<p>7 Be able to reflect on written and verbal skills used when presenting personal information</p>	<p>7.1 Assess written and verbal skills when presenting personal information</p> <p>7.2 Describe ways to improve written and verbal skills for future presentation of own personal information</p> <p>7.3 Describe why it is important to improve written and verbal skills for the presentation of own personal information</p>	<p>An evaluation of strengths and areas for improvement, e.g.:</p> <ul style="list-style-type: none"> • self-evaluation • peer review • seeking feedback <p>Ways of improving skills, e.g.:</p> <ul style="list-style-type: none"> • identifying good practice • shadowing and observing • attending courses <p>The importance, e.g.:</p> <ul style="list-style-type: none"> • forms can be processed quickly • expenses can be paid to the correct account • successful job application • positive job appraisal

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, books, journals, etc., might be of help.

The following resources are available on the OCR website 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 .