

<b>Unit Title:</b>	<b>Provide personal information for employers</b>
OCR unit number:	5
Level:	Entry 3
Credit value:	3
Guided learning hours:	25
Unit reference number:	Y/506/8971

## Unit aim and purpose

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The unit will provide learners with knowledge of how to provide personal information to employers. Learners will be able to provide personal information when preparing work-related forms, prepare a personal statement and present evidence of personal achievements. Learners will know how to identify improvements to own skills when preparing personal information for future working life.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Teaching Content i.e. – must be covered e.g. – suggestions for coverage</b>
<b>The Learner will:</b> 1 Know how to provide personal information to employers	<b>The Learner can:</b> 1.1 Identify the personal information needed for employers	Personal information needed by employers, e.g. <ul style="list-style-type: none"> <li>• name</li> <li>• address</li> <li>• contact number</li> <li>• age/date of birth</li> <li>• work experience</li> <li>• education details</li> <li>• qualifications</li> <li>• interests/hobbies.</li> </ul>
	1.2 Identify how personal information can be provided to employers	How to provide information, e.g. <ul style="list-style-type: none"> <li>• application form</li> <li>• letter</li> <li>• email</li> <li>• telephone</li> <li>• face to face</li> <li>• personal statement</li> <li>• CV.</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
2 Be able to present themselves to employers	2.1 Identify the qualities needed to present themselves positively to employers	<p>Qualities for positive presentation and communication i.e.</p> <ul style="list-style-type: none"> <li>• able to ask questions</li> <li>• able to respond appropriately to questions</li> <li>• use appropriate body language</li> <li>• good time keeping</li> <li>• being reliable</li> <li>• dressing appropriately.</li> </ul> <p>Ways this knowledge can be developed, e.g. using role play with peers, tutors or mentors to develop appropriate skills.</p>
	2.2 Demonstrate how to communicate positively with employers	<p>Learners must demonstrate positive communication with employers, e.g.</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• telephone</li> <li>• email.</li> </ul> <p>The examples may be real or simulated.</p>
3 Be able to produce documents requiring personal information	3.1 Complete an application form for a job	<p>A straightforward application form may be completed in any suitable format. i.e.</p> <ul style="list-style-type: none"> <li>• following simple instructions in completing the form</li> <li>• ensuring that it is legible and fit for purpose.</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>• when to use capital letters</li> <li>• colour of ink</li> <li>• where to insert specific information</li> <li>• revising/checking first drafts</li> <li>• using spell checking facilities.</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	3.2 Produce a personal statement	<p>The personal statement may be in any suitable format, which can be included with an application form.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• previous experience</li> <li>• own skills</li> <li>• qualifications</li> <li>• interests</li> <li>• hobbies</li> <li>• goals.</li> </ul>
4 Be able to present evidence of personal achievements	4.1 Demonstrate how to present evidence of personal achievements	<p>Presentation may be verbal or visual. IT may be used to supplement the presentation.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• certificates</li> <li>• portfolio</li> <li>• photos of hobbies</li> <li>• posters</li> <li>• letter from a club leader.</li> </ul>
5 Know how to improve presentation skills	5.1 Gather feedback on strengths and areas for improvement when presenting information	<p>Feedback may be gathered from colleagues, staff, family, mentor from work place etc. It should include asking questions about strengths and areas for improvement. Questions may be pre-prepared, in the form of a questionnaire, verbal or written.</p> <p>i.e.</p> <ul style="list-style-type: none"> <li>• asking questions</li> <li>• listening to responses.</li> </ul>
	5.2 Identify ways to improve presentation skills	<p>Learners should look at an area that needs improvement and identify ways to improve this,</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• need to improve confidence, so practise speaking to others and using eye contact.</li> </ul>

## Assessment

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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, these are available on the qualification webpage.

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 annotating the candidate work and 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

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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 evidence requirements 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 a pass.

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 2014/15*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangement and Reasonable Adjustments 2014-2015* for information on how to assist candidates with special access requirements.

## Functional skills signposting

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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

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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](http://www.ocr.org.uk):

- Unit specification
- Candidate evidence booklets, evidence requirements and evidence checklists for each unit
- Delivery guides and lesson elements for each unit
- Administration documents: Submission Cover Sheet

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications 2014/15*' on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).