OCR
Oxford Cambridge and RSA

Unit Title:	**Present personal information to employers**
OCR unit number:	12
Level:	1
Credit value:	3
Guided learning hours:	28
Unit reference number:	F/506/8978

Unit aim and purpose

The unit will provide learners with knowledge of how personal information is used and presented to employers. Learners will be able to provide personal information in different situations in working life, both face to face and in writing. Learners will present evidence of their achievements and review their presentation skills in order to identify improvements that can be made for future working life.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
The Learner will: 1 Know how personal information is provided and updated for employers	**The Learner can:** 1.1 Identify the main types of personal information required for employers	Personal information needed for employers, e.g. • name • address • contact number • age/date of birth • education details • qualifications • work experience • references • interests/hobbies.
	1.2 Identify situations when personal information may need to be updated in working life	Situations when personal information needs updating, e.g. • moving house • starting a new job • changing a bank account • changing phone numbers • sickness • maternity/paternity leave.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	1.3 Identify situations when personal information should not be given out	Situations in which personal information should not be given out, e.g. • bank account details in response to emails/texts • security passwords when requested by a colleague • pin numbers when asked for • work colleagues' personal details when requested by a third party.
2 Be able to communicate with employers verbally	2.1 Demonstrate how to communicate personal information to employers	i.e. communicate verbally personal information using the telephone and face to face, e.g. • asking formal questions • responding appropriately to questions • using appropriate body language • raising issues. These situations may be real or simulated. Situations should be chosen to ensure that personal information can be provided.
3 Be able to communicate with employers in writing	3.1 Complete an application form for a potential job	An application form may be completed in any suitable format. i.e. following instructions in completing the form, ensuring that it is legible and fit for purpose. e.g. • when to use capital letters • colour of ink • where to insert specific information • revising/checking first drafts • using spell checking facilities.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	3.2 Produce a short personal statement that can be included within a curriculum vitae (CV)	The personal statement may be in any suitable format. e.g. • previous experience • interests • hobbies • work life • skills or goals.
	3.3 Produce a curriculum vitae (CV) that includes the personal statement	The curriculum vitae (CV) may be in any suitable format, must include, i.e. contact details e.g. • education with dates • work experience with dates • personal statement • referees.
4 Be able to present evidence of personal achievements	4.1 Plan a presentation of personal achievements	Plan of presentation of personal achievements in any suitable format e.g. • list • chart • spider gram • notes.
	4.2 Give a presentation of personal achievements	Presentation may be verbal or visual. IT may be used to assist. e.g. • powerpoint presentation to a group • a display of art work • photos of hobbies • poster • letter from club leader.
5 Know how to identify and improve presentation skills	5.1 Identify own strengths in presentation skills	Review own presentation skills to identify strengths and areas for improvement.
	5.2 Identify areas that need improvement	

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	5.3 Request feedback on how to improve these skills	Feedback may be gathered from colleagues and/or staff, it should include asking questions which may be verbal or written. i.e. asking questions, listening to responses. e.g. • preparing and delivering questionnaires • body language • group discussions • phone conversations with colleagues/mentors.

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, 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

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

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 requirements and evidence checklists for each unit

- Delivery guides and lesson elements for each unit

- Administration documents: Submission Cover Sheet

Additional information

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.