

Unit Title:	Adapt personal information for employers
OCR unit number:	17
Level:	2
Credit value:	3
Guided learning hours:	30
Unit reference number:	L/506/8983

Unit aim and purpose

The unit will provide learners with understanding of how personal information is required for employment, the methods of presenting and adapting the information and the associated risks when giving out personal information. Learners will be able to communicate personal information in a range of situations, both face to face and in writing. Learners will be able to present evidence of personal achievements in different formats and reflect on their skills when presenting personal information to plan improvement for prospective employers.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>The Learner will:</p> <p>1 Understand the importance of providing personal information to employers</p>	<p>The Learner can:</p> <p>1.1 Identify the types of personal information required by employers for a specific job</p> <p>1.2 Explain why different types of personal information are needed</p>	<p>Personal information needed by the employers of the identified job,</p> <p>e.g.</p> <ul style="list-style-type: none"> • personal contact details • education and specific qualifications • National Insurance number • relevant work experience with dates • references • personal qualities and interests • bank details • proof of identity. <p>Why information is needed, e.g.</p> <ul style="list-style-type: none"> • to prove identity • right to work in UK • to keep personnel records up to date • to meet legal requirements • to ensure salary can be paid • to have contact details.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	<p>1.3 Explain the impact of not providing personal information</p> <p>1.4 Explain the risks associated with giving out personal information</p>	<p>The impact of not providing information, e.g.</p> <ul style="list-style-type: none"> • employment refused • employment rights denied • health and safety issues • not being paid. <p>The risks associated with giving out personal information of self or others, e.g.</p> <ul style="list-style-type: none"> • confidentiality • personal information can change or be lost • permission to share not always requested • identity theft.
<p>2 Be able to communicate with employers verbally in different situations</p>	<p>2.1 Demonstrate how to communicate personal information in a range of situations</p>	<p>Communicating in a range of situations. i.e. communicating verbally personal information using the telephone, face to face and in group situations, e.g.</p> <ul style="list-style-type: none"> • asking formal questions • responding to questions • demonstrating appropriate skills and techniques. <p>The situations may be real or simulated.</p> <p>Situations should be chosen to ensure that personal information can be provided.</p>
<p>3 Be able to communicate with employers in writing in different formats</p>	<p>3.1 Complete an application form for a specific job</p>	<p>The application form may be in any suitable format, e.g. following instructions accurately, all sections completed.</p>

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	<p>3.2 Produce a covering letter for an application for a specific job</p> <p>3.3 Produce a curriculum vitae (CV) that can be adapted for specific jobs</p> <p>3.4 Explain why documentation must be adapted for specific jobs</p>	<p>The covering letter must support an application for a specific job in any suitable format.</p> <p>e.g.</p> <ul style="list-style-type: none"> • formal letter writing format • why they want the job • what relevant experience they have • why they should be considered for the job. <p>A template may be provided. i.e.</p> <ul style="list-style-type: none"> • personal and contact details • education and training • reference details. <p>e.g.</p> <ul style="list-style-type: none"> • qualifications • skills or personal attributes • work experience. <p>A CV must be adapted when applying for different types of jobs, e.g.</p> <ul style="list-style-type: none"> • emphasis on different skills or personal attributes for different jobs • show knowledge of specific jobs • show an interest in specific jobs • factory job needs different skills to a care workers job.
<p>4 Understand how to present personal achievements for the job market</p>	<p>4.1 Identify different ways to present evidence of personal achievements</p>	<p>Methods used to present evidence of personal achievements. e.g.</p> <ul style="list-style-type: none"> • IT • audio/video • photography • portfolios • posters • witness statements • letters.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
	4.2 Give a presentation of personal achievements	Presentation may be verbal or visual, e.g. <ul style="list-style-type: none"> • a portfolio of art work • photos of hobbies • posters/displays • letters • certificates.
	4.3 Explain why presentation of personal achievements is important	Presentation as part of promoting oneself for different jobs and roles, e.g. <ul style="list-style-type: none"> • showing employers softer skills as well as skills specific to job role • attracting attention of future employers • standing out from other applicants • ensuring that personal achievements are recognised by prospective employers.
5 Understand how to reflect on own verbal and written skills	5.1 Evaluate own written and verbal skills when presenting personal information 5.2 Recommend ways to improve written and verbal skills for the future	An evaluation of strengths and weaknesses, e.g. <ul style="list-style-type: none"> • self-evaluation • peer review • requesting feedback. Ways of improving skills, e.g. <ul style="list-style-type: none"> • researching good practice • attending courses • reading useful texts • listening to advice • acting upon constructive feedback • using support effectively • focussing on details.

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.