



## EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

### ENTRY LEVEL 3

UNIT 5 – PROVIDE PERSONAL INFORMATION  
FOR EMPLOYERS

## DELIVERY GUIDE

March 2015

# INTRODUCTION

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## INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Entry Level 3 units
1 Know how to provide personal information to employers	1 - What personal information do I need to pass to an employer?	1.1	5448 - Contribute to discussions LO1, LO2, LO3 5445 - Speak to communicate information, ideas and opinions LO2
	2 - How can I pass personal information to an employer?	1.2	5448 - Contribute to discussions LO1, LO2, LO3 5445 - Speak to communicate information, ideas and opinions LO2, LO3
	3 - Passing on the right details	1.1	5448 - Contribute to discussions LO1, LO2, LO3 5723 - Listen and respond to specific information LO1, LO2, LO3, LO5
2 Be able to present themselves to employers	1 - Qualities needed to present yourself positively	2.1	5448 - Contribute to discussions LO2 5723 - Listen and respond to specific information LO3, LO5 5445 - Speak to communicate information, ideas and opinions LO2, LO3
	2 - Drafting an email or a letter	2.2	5723 - Listen and respond to specific information LO2, LO3, LO5, LO6
	3 - Talking to employers	2.2	5723 - Listen and respond to specific information LO2, LO3, LO5, LO6 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3

## LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Entry Level 3 units
3 Be able to produce documents requiring personal information	1 - Following instructions on documents	3.1	5427 - Read for purpose and meaning in straightforward continuous texts LO2, LO3, LO4
	2 - Completing an application form for a job that interests you	3.1	5437 - Construct compound sentences LO4 5427 - Read for purpose and meaning in straightforward continuous texts LO2
	3 - Producing a personal statement	3.2	5440 - Plan and sequence texts LO1 5437 - Construct compound sentences LO1, LO2, LO4
4 Be able to present evidence of personal achievements	1 - What is evidence of personal achievement?	4.1	5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5723 - Listen and respond to specific information LO2, LO3, LO5, LO6
	2 - Putting together a Portfolio	4.1	5440 - Plan and sequence texts LO1
	3 - Presenting your Portfolio	4.1	5723 - Listen and respond to specific information LO3, LO4, LO5, LO6 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3
5 Know how to improve presentation skills	1 - Asking for feedback on their presentation skills	5.1	5723 - Listen and respond to specific information LO3, LO4, LO5, LO6 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3
	2 - Looking at ways to improve	5.2	5723 - Listen and respond to specific information LO2, LO3, LO5 5445 - Speak to communicate information, ideas and opinions LO2
	3 - Asking questions confidently	5.2	5723 - Listen and respond to specific information LO4, LO5, LO6 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3

## UNIT 5 – PROVIDE PERSONAL INFORMATION FOR EMPLOYERS

Guided learning hours : 25

Credit value: 3

### PURPOSE OF THE UNIT

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.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Know how to provide personal information to employers	1.1 Identify the personal information needed for employers	Personal information needed by employers, eg <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, eg <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 Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Be able to present themselves to employers	2.1 Identify the qualities needed to present themselves positively to employers	Qualities for positive presentation and communication ie <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> Ways this knowledge can be developed, eg using role play with peers, tutors or mentors to develop appropriate skills.
	2.2 Demonstrate how to communicate positively with employers	Learners must demonstrate positive communication with employers, eg <ul style="list-style-type: none"> <li>• face to face</li> <li>• telephone</li> <li>• email.</li> </ul> The examples may be real or simulated.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
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</p> <p>ie</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>eg</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>
	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>eg</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>eg</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>



Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
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 ie</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, eg need to improve confidence, so practise speaking to others and using eye contact.</p>

## LEARNING OUTCOME 1 – KNOW HOW TO PROVIDE PERSONAL INFORMATION TO EMPLOYERS

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know how to provide personal information to employers	1.1 Identify the personal information needed for employers
	1.2 Identify how personal information can be provided to employers

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 What personal information do I need to pass to an employer?	<p>Teachers could discuss with learners the type of information an employer will need about them before they begin work or a work placement.</p> <p>The teacher could provide 20 cards with different examples of information (some typical and others unlikely to be needed). Examples could be full name, qualifications obtained, brothers name, nickname used, shoe size. The learners could then divide the cards into three categories – those that the employer will need immediately, those that the employer will need at some time and those the employer does not need at all. There are no right or wrong answers – the activity should generate discussion about why the employer may need to know shoe size, for example, where work footwear is needed.</p> <p>To conclude, the teacher could ask pairs to order the eight most important pieces of personal information needed by a prospective employer and then compare choices.</p>	45 minutes	1.1	5448 - Contribute to discussions LO1, LO2, LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
2 How can I pass personal information to an employer?	<p>Teachers could discuss with learners the different ways personal information is passed on.</p> <p>The learners could get into small groups and list any methods that they can think of for passing on personal information to others.</p> <p>The suggestions might be email, phone, social media, letter, cards, forms, face to face or similar.</p> <p>The learners could record under the three headings (Friends, Employer, Family) which method they would use to pass on personal information in these situations.</p> <p>Each learner could identify one method that they would not use to pass on personal information to an employer and give reasons why.</p> <p>The teacher could ask the group if they agree or disagree and generate a discussion about the benefit of different types of communication.</p>	45 minutes	1.2	<p>5448 - Contribute to discussions LO1, LO2, LO3</p> <p>5445 - Speak to communicate information, ideas and opinions LO2, LO3</p>
3 Passing on the right details	<p>Teachers could use the following questions for pairs or groups to discuss the possible consequences of passing on incorrect details.</p> <p>What might happen if an employer has your name misspelt? For example – Craig Lewis instead of Craig Louis. The type of consequences might be that contracts or cheques could be made out in the wrong name making them difficult to cash.</p> <p>What might happen if an employer has your address recorded wrongly? For example - 16 High Street instead of 61 High Street. The type of consequences might be that letters, pay slips, contracts etc. might go astray. The learner may not return a contract in the given time which could affect their employment.</p> <p>What might happen if an employer has your bank details recorded wrongly? For example- Sort Code 61-79-23 instead of 61-97-23. The type of consequences might be that your salary may be paid into the wrong account or it may not be paid at all. The learner may not realise and then become overdrawn as a consequence.</p> <p>Alternatively, the teacher could create a card matching exercise with the type of incorrect details on one set and consequences on the other set.</p>	45 minutes	1.1	<p>5448 - Contribute to discussions LO1, LO2, LO3</p> <p>5723 - Listen and respond to specific information LO1, LO2, LO3, LO5</p>

## LEARNING OUTCOME 2 – BE ABLE TO PRESENT THEMSELVES TO EMPLOYERS

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to present themselves to employers	2.1 Identify the qualities needed to present themselves positively to employers
	2.2 Demonstrate how to communicate positively with employers

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 unit(s)
1 Qualities needed to present yourself positively	<p>Teachers could ask learners to identify a well known personality who they believe is able to present themselves positively. They could find out about them and record a list of reasons why they think they are able to present themselves positively. Examples may be – nice clothes, neat hair style, nice smile, self confidence, body language, making eye contact, good at talking.</p> <p>The learners could then highlight from the list some aspects that they could develop themselves to help them become more able to present themselves positively. The learners could share their work with each other and compare notes.</p>	30 minutes	2.1	<p>5448 - Contribute to discussions LO2</p> <p>5723 - Listen and respond to specific information LO3, LO5</p> <p>5445 - Speak to communicate information, ideas and opinions LO2, LO3</p>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 unit(s)
2 Drafting an email or a letter	<p>Teachers could ask learners to list the different ways of communicating personal information to an employer. Examples might be email, letter, telephone, face-to-face. The teacher could then ask the learners to draft an email or a letter to a potential employer requesting further information about a job posted on line. In pairs the learners could compare and review the content and check for errors.</p> <p>The teacher could give the learners a check list to ensure that the email or letter was fit for purpose. The list could ask whether full name was included, contact details, a clear request for further information and whether the email was in a suitable format to communicate with a potential employer.</p>	45 minutes	2.2	5723 - Listen and respond to specific information LO2, LO3, LO5, LO6
3 Talking to employers	<p>Teachers could ask learners to state how difficult they think they would find talking to a potential employer on a scale of 1 to 10. (1 being very difficult and 10 easy).</p> <p>Teachers could then ask learners to practice both telephone calls and face-to-face interviews through role play.</p> <p>The teacher could specify the different situations for example a telephone call confirming attendance for interview, a telephone call requesting details on the location of the building, an interview at a local supermarket, a request from a work supervisor for a reference etc. Learners should be encouraged to ask relevant questions and give personal information clearly and coherently.</p> <p>After the activity ask learners to say on a scale of 1 to 10 whether they feel more confident in their ability to talk to an employer.</p>	45 minutes	2.2	<p>5723 - Listen and respond to specific information LO2, LO3, LO5, LO6</p> <p>5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p>

## LEARNING OUTCOME 3 – BE ABLE TO PRODUCE DOCUMENTS REQUIRING PERSONAL INFORMATION

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to produce documents requiring personal information	3.1 Complete an application form for a job
	3.2 Produce a personal statement

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 Following instructions on documents	<p>Teachers could ask learners to search for three or four different application forms or documents. These could be from a bank of forms or from the internet. The learners could then read through their chosen documents and highlight any instructions they find. Examples may be - Use capital letters, complete in black ink, give details, complete all sections etc.</p> <p>On a blank sheet of paper the learners could practice some of the sections using the instructions found. For example, completing their personal details clearly in capital letters.</p> <p>The teacher could ask the learners about the instructions and see which are the most common.</p>	30 minutes	3.1	5427 - Read for purpose and meaning in straightforward continuous texts LO2, LO3, LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
2 Completing an application form for a job that interests you	<p>Teachers could ask learners to search the internet or local newspapers to find a job advertisement that interests them.</p> <p>Using a template for a job application form the learners could then complete it as if they were applying for the job they had chosen.</p> <p>The teacher could advise the learners to ensure that they follow any instructions on the form and state clearly why they are interested in the job they have chosen. Reasons for this may be that they have some experience of the work, that they have a relevant qualification or that they have always been interested in the area.</p> <p>The learners could check forms for errors and suitability and compare their form with a partner.</p>	45 minutes	3.1	<p>5437 - Construct compound sentences LO4</p> <p>5427 - Read for purpose and meaning in straightforward continuous texts LO2</p>
3 Producing a personal statement	<p>Teachers could discuss the following statement with learners. 'How to make my application stand out from the rest.'</p> <p>The learners could then make a spider gram of their ideas. The teacher could explain that a personal statement on an application form can help to make an application stand out from the rest. The learners could search for ideas on how to write a personal statement successfully (pre-printed resource or via the internet).</p> <p>The learners could then produce a short 30 to 60 word statement giving a brief overview of their abilities, interests and experience. The statement should be written in the third person and should be interesting enough to draw the reader in so they look further at the application.</p> <p>The learner should always proof read and correct for errors.</p>	1 hour	3.2	<p>5440 - Plan and sequence texts LO1</p> <p>5437 - Construct compound sentences LO1, LO2, LO4</p>

## LEARNING OUTCOME 4 – BE ABLE TO PRESENT EVIDENCE OF PERSONAL ACHIEVEMENTS

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to present evidence of personal achievements	4.1 Demonstrate how to present evidence of personal achievements

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 What is evidence of personal achievement?	<p>Teachers could explain that everyone has evidence of personal achievement but that the evidence can vary enormously. A portfolio should be a document providing evidence to an employer about your accomplishments, abilities, skills and extra curricula activities.</p> <p>The teacher could divide the learners into three groups and ask each group to list examples of evidence under one of the following headings: qualifications achieved, abilities and skills, current interests and activities.</p> <p>Examples generated may be – a first aid certificate, three years experience of playing basketball, a clean driving license, experience as a fitness tutor, ability to play the piano etc.</p> <p>The learners could then interview a member of staff and ask them to list all of their evidence of personal achievements. The interview could be recorded in different formats – audio, video or questionnaire.</p>	1 hour	4.1	<p>5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p> <p>5723 - Listen and respond to specific information LO2, LO3, LO5, LO6</p>



Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
2 Putting together a portfolio	<p>Teachers could ask learners to bring together their evidence of personal achievement and think about the best way to present it to others.</p> <p>For some this may be in a folder they could plan, design and make, for others a ring binder, a power point presentation or video. The learners could use the internet to research for ideas if possible.</p> <p>The teacher should give the learners a list of suggested contents such as –best work samples, CV, personal statement, a list of experiences that do not fit into your CV, certificates, photos, pictures, logos, web designs, sketches or similar.</p> <p>The learners could then collate and organise their portfolios.</p>	1 hour	4.1	5440 - Plan and sequence texts LO1
3 Presenting your portfolio	<p>Teachers could show learners a selection of videos of people presenting their portfolios of achievement. These could be sourced from YouTube or from previous learners. The teacher could ask the learners to identify strengths and weakness demonstrated in the videos.</p> <p>Teachers could ask learners to prepare some questions that they might ask each other after the presentation. Examples: Can you explain how attending the course has developed your skills? Can you show me the work you are most proud of?</p> <p>The learners could then show how they would present their own portfolios to their peers. It may be verbal or visual. They should be prepared to answer questions about it.</p>	1 hour	4.1	5723 - Listen and respond to specific information LO3, LO4, LO5, LO6 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3

## LEARNING OUTCOME 5 – KNOW HOW TO IMPROVE PRESENTATION SKILLS

Learning Outcome The learner will:	Assessment Criteria The learner can:
5 Know how to improve presentation skills	5.1 Gather feedback on strengths and areas for improvement when presenting information
	5.2 Identify ways to improve presentation skills

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
1 Asking for feedback on their presentation skills	Teachers could inform learners that they must gather feedback from peers, staff or colleagues about their presentation skills. Ask learners to suggest ways this could be done. Examples may be – verbal questions, written questionnaire to complete, audio recordings of interviews etc. The learners should then prepare their chosen method and the questions they will ask. Sample questions may be – did I talk clearly? Could you see the portfolio? Did you understand everything? What did I not do very well? Responses should be recorded in some appropriate way so that the learner can reflect on the responses later.	45 minutes	5.1	5723 - Listen and respond to specific information LO3, LO4, LO5, LO6 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3
2 Looking at ways to improve	Teachers could ask learners to review the feedback they have gathered. Written feedback could be highlighted in different colours to show strengths and areas for improvement. Audio feedback could be edited. Teachers could ask learners to identify two areas for improvement which they could then ask different people to suggest ideas on how to improve them. They could ask classmates, family members or staff for their suggestions. These could be recorded in various ways, audio or written down by the person questioned.  The learners could compare suggestions and state which they think they would be able to try.	30 minutes	5.2	5723 - Listen and respond to specific information LO2, LO3, LO5 5445 - Speak to communicate information, ideas and opinions LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Entry Level 3 units
3 Asking questions confidently	<p>Teachers could ask learners to state how difficult they find asking questions in a formal situation. The learners could grade it on a scale of 1 to 10. (1 being very difficult and 10 easy).</p> <p>The teacher could explain that learning to ask questions confidently will help them in all areas of employability. Encourage the learners to consider their body language and eye contact.</p> <p>The learners could use some pre-prepared questions and in different role play situations practise asking them to increase their confidence. Question examples may be – how many hours will I be expected to work in a week? How much will I be paid? When will I receive my first payment? How do I book annual leave? Who do I contact if I am having problems?</p> <p>Teachers or peers could record the session and repeat in a few weeks time to compare. Learners could then repeat the grading process.</p> <p>The learners could compare suggestions and state which they think they would be able to try.</p>	45 minutes	5.2	<p>5723 - Listen and respond to specific information LO4, LO5, LO6</p> <p>5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3</p>



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Telephone: 02476 851509

Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

