



## Unit 12 Present personal information to employers

### Level 1

#### Evidence guidance for centre assessors

Assessment must take place before submitting learner work to the OCR Examiner-moderator. This should be made evident by the centre assessor using annotations (i.e. ticks and comments).

Assessment criteria	Requirements
1.1 Identify the main types of personal information required for employers	<p>Learners must identify <b>six</b> items of personal information.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• name</li> <li>• address</li> <li>• contact number</li> <li>• age or date of birth</li> <li>• education details</li> <li>• qualifications</li> <li>• work experience</li> <li>• references</li> <li>• interests/hobbies.</li> </ul> <p>Learners should be encouraged to identify additional relevant information.</p>

Assessment criteria	Requirements
1.2 Identify situations when personal information may need to be updated in working life	<p>Learners <b>must</b> identify at least <b>three</b> different situations.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• moving house</li> <li>• starting a new job</li> <li>• changing a bank account</li> <li>• changing phone numbers</li> <li>• sickness leave and a request for maternity/paternity leave.</li> </ul>
1.3 Identify situations when personal information should not be given out	<p>Learner must identify at least <b>two</b> situations in which personal information must <b>not</b> be given out.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• bank account details in response to emails/phone calls</li> <li>• security password for work</li> <li>• home contact details of colleagues</li> <li>• pin numbers and passwords to a friend or colleague</li> <li>• mobile numbers of work colleagues (without asking first).</li> </ul>
2.1 Demonstrate how to communicate personal information to employers	<p>Learners must communicate personal information on <b>two</b> occasions in working life and must communicate <b>two</b> pieces of personal information during each task,</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• name</li> <li>• address</li> <li>• dob</li> <li>• contact number</li> <li>• personal goals</li> <li>• confirmation of appointments.</li> </ul> <p>The tasks may be real or simulated and may be during a telephone call or face to face,</p> <p>e.g.</p> <p>a telephone call to potential workplace or during an interview with a tutor, workplace manager or mentor.</p>

Assessment criteria	Requirements
	<p>The evidence provided must evidence the <b>two</b> tasks and the <b>two</b> pieces of personal information communicated.</p> <p>The tasks can be evidenced by any suitable means for example a witness statement, recording, video or annotated photo.</p>
3.1 Complete an application form for a potential job	<p>The application form should be of interest to the learner but may be provided by the tutor or sourced by the learner. It may be handwritten or typed.</p> <p>The final draft of the form <b>must</b> be submitted as evidence and must be legible and fit for purpose.</p>
3.2 Produce a short personal statement that can be included within a curriculum vitae (CV)	<p>The CV <b>must</b> include <b>contact details</b> and a personal statement.</p> <p>It may include other relevant information, such as: education, work experience, referees.</p>
3.3 Produce a curriculum vitae (CV) that includes the personal statement	<p>The final draft of the CV <b>must</b> be submitted as evidence and <b>must</b> be legible and fit for purpose.</p>
4.1 Plan a presentation of personal achievements	<p>The learner should plan how to present their personal achievements. It can be in note form, spidergram, chart, written or verbal.</p> <p>The evidence <b>must</b> show clearly how the learner has planned the presentation of personal achievements.</p>
4.2 Give a presentation of personal achievements	<p>The presentation must include a minimum of <b>three</b> different achievements. It may form part of an exhibition, be in portfolio format or as a power point presentation.</p> <p>The evidence must clearly state the <b>three</b> achievements and <b>how</b> effectively the achievements were presented.</p>

Assessment criteria	Requirements
	The task can be evidenced by any suitable means for example a witness statement, peer assessment, a recording, a video or annotated photo.
5.1 Identify own strengths in presentation skills	<p>The learner <b>must</b> identify a minimum of <b>three</b> of their strengths when presenting personal information. For example – enjoy showing my work, speaking clearly, organised, skilled at using IT to support, did not forget anything, remembered to smile etc.</p> <p>The task can be evidenced by any suitable means for example, a witness statement, peer assessment, a recording, a video or annotated photo.</p>
5.2 Identify areas that need improvement	<p>The learner <b>must</b> identify at least <b>two</b> areas for improvement - for example: need to speak louder, need to be more confident, stand up, need to get better at using IT etc.</p> <p>The evidence must state clearly what the <b>two</b> areas for improvement are.</p>
5.3 Request feedback on how to improve these skills	<p>The learner <b>must</b> request feedback from at least <b>two</b> people on how to improve <b>two</b> skills identified as in need of improvement. They may request feedback from a tutor, a parent, a work colleague or similar, verbally or as a questionnaire.</p> <p>The evidence must state clearly <b>how</b> the request for feedback was made and <b>what</b> advice they were given.</p>