



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	Learners must identify six items of personal information. e.g. • name • address • contact number • age or date of birth • education details • qualifications • work experience • references • interests/hobbies. Learners should be encouraged to identify additional relevant information.

Assessment criteria	Requirements
1.2 Identify situations when personal information may need to be updated in working life	Learners must identify at least three different situations. e.g. • moving house • starting a new job • changing a bank account • changing phone numbers • sickness leave and a request for maternity/paternity leave.
1.3 Identify situations when personal information should not be given out	Learner must identify at least two situations in which personal information must not be given out. e.g. • bank account details in response to emails/phone calls • security password for work • home contact details of colleagues • pin numbers and passwords to a friend or colleague • mobile numbers of work colleagues (without asking first).
2.1 Demonstrate how to communicate personal information to employers	Learners must communicate personal information on two occasions in working life and must communicate two pieces of personal information during each task, e.g. • name • address • dob • contact number • personal goals • confirmation of appointments. The tasks may be real or simulated and may be during a telephone call or face to face, e.g. a telephone call to potential workplace or during an interview with a tutor, workplace manager or mentor.

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

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	The learner must identify a minimum of three 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. The task can be evidenced by any suitable means for example, a witness statement, peer assessment, a recording, a video or annotated photo.
5.2 Identify areas that need improvement	The learner must identify at least two areas for improvement - for example: need to speak louder, need to be more confident, stand up, need to get better at using IT etc. The evidence must state clearly what the two areas for improvement are.
5.3 Request feedback on how to improve these skills	The learner must request feedback from at least two people on how to improve two 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. The evidence must state clearly how the request for feedback was made and what advice they were given.