

Unit Title:	Providing personal information for the workplace
OCR unit number:	Unit 12
Level:	Level 1
Credit value:	3
Guided learning hours:	28
Unit reference number:	T/505/4057

Unit aim and purpose

The unit will provide learners with an understanding of how personal information is used and presented in routine and non-routine situations, including telephone calls. Learners will be able to provide personal information when making and receiving telephone calls, when completing documents for different workplace purposes, when producing a Curriculum Vitae (CV) for employment and to evidence personal achievement. Learners reflect on own skills when presenting personal information to identify improvement for the future workplace situations.

Learning Outcomes	Assessment Criteria	Teaching Content i.e. – must be covered e.g. – suggestions for coverage
<p>The Learner will:</p> <p>1 Understand how personal information is used and provided in workplace situations</p>	<p>The Learner can:</p> <p>1.1 Identify personal information an individual would need to provide in routine and non-routine workplace situations</p> <p>1.2 Explain why different types of personal information are needed for routine and non-routine situations</p> <p>1.3 Identify ways in which personal information is provided</p>	<p>Personal information, e.g.:</p> <ul style="list-style-type: none"> • contact details, e.g. full address, telephone number • personal details, e.g. age, • security details, e.g. passwords or numbers • bank details, e.g. name of bank, account number • education details, e.g. school, qualifications • reference details, e.g. contact details of referees <p>Routine workplace situations: occur and is dealt with on a regular basis for the individual, e.g. accessing in the intranet/internet</p> <p>Non-routine workplace situations: infrequent/irregular/ad hoc occurrence for the individual, e.g.: phoning in sick</p> <p>Reasons why personal information is needed, e.g.:</p> <ul style="list-style-type: none"> • checking identity • preventing fraud • protecting individuals

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	1.4 Explain situations when personal information should not be given out	<p>Ways in which personal information might be provided could include:</p> <ul style="list-style-type: none"> • formally or informally • in writing, e.g. handwritten or word processed • electronically, e.g. online • verbally, e.g. face-to-face or over the telephone <p>Situations when personal information should not be given out, e.g.:</p> <ul style="list-style-type: none"> • bank account details in response to emails • security password to work computer when asked by a colleague • home contact details of a colleague
2 Be able to provide personal information during telephone calls	<p>2.1 Make or receive a routine telephone call for a familiar situation, providing personal information</p> <p>2.2 Make or receive a non-routine telephone call for a non-familiar situation, providing personal information</p>	<p>Demonstrate appropriate skills, techniques and behaviours</p> <p>Routine and non-routine workplace telephone calls may be:</p> <ul style="list-style-type: none"> • real or simulated • initiated by the learner • responded to by the learner • linked to the workplace situations identified in LO1
3 Be able to produce documents requiring personal information in relation to the workplace	3.1 Complete handwritten or electronic forms for different workplace purposes, to include: <ul style="list-style-type: none"> • following instructions • completing all sections (according to guidance) • accurate spelling, punctuation and grammar • free from alterations or changes 	<p>Workplace forms, e.g.:</p> <ul style="list-style-type: none"> • form to join an organisation's facilities, e.g. resource centre, social club • annual leave request • health screening request e.g. eye testing, wellbeing • uniform request

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	<p>3.2 Produce a curriculum vitae (CV) with personal information for use when seeking employment, to include:</p> <ul style="list-style-type: none"> • name • contact details • work experience (with dates) • education (with dates) • personal skills and attributes • other relevant information <p>3.3 Produce a curriculum vitae (CV) for use when seeking employment, checking that it is:</p> <ul style="list-style-type: none"> • legible • logical • in an appropriate format • checked and free from errors 	<p>CV. i.e.:</p> <ul style="list-style-type: none"> • contact details including address, telephone number and/or email address • work experience e.g. past and/or current employment, voluntary • education details/dates e.g. school college, training • skills and attributes e.g. reliable, hard work, ICT <p>CV other relevant information, e.g.:</p> <ul style="list-style-type: none"> • qualifications e.g. achieved or working towards with dates • skills and experience • reference details • hobbies/interests
<p>4 Be able to present, in different formats, evidence of personal achievements</p>	<p>4.1 Collate evidence of personal achievements</p> <p>4.2 Present evidence of personal achievements in different formats</p>	<p>Types of evidence, e.g.:</p> <ul style="list-style-type: none"> • certificates, e.g. qualifications, sport, music, first aid • work products, e.g. written work, drawings, photographs • witness statements, e.g. from work experience <p>Relevance</p> <ul style="list-style-type: none"> • to current situation • to future aspirations <p>Formats of evidence, e.g.:</p> <ul style="list-style-type: none"> • portfolio • witness statements • certificates • presentation • video evidence • examples of work
<p>5 Know how to develop personal skills for presenting personal information</p>	<p>5.1 Identify the skills used when presenting personal information, to include:</p> <ul style="list-style-type: none"> • making a telephone 	<p>Skills, e.g.:</p> <ul style="list-style-type: none"> • speaking and listening carefully • proofreading documents

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	<p>call</p> <ul style="list-style-type: none"> • receiving a telephone call • completing forms • producing a curriculum vitae (CV) • presenting evidence of personal achievements <p>5.2 Identify improvements to own skills for future use when presenting personal information</p> <p>5.3 Outline ways to improve own skills, for future use, when presenting personal information</p>	<ul style="list-style-type: none"> • writing neat and legibly • using correct spelling, punctuation and grammar • using technology as appropriate e.g. tweet, blog, PowerPoint slides <p>Improvements, e.g.:</p> <ul style="list-style-type: none"> • do not interrupt the other person • better spelling • use of ICT for word processing <p>Ways of improving, e.g.:</p> <ul style="list-style-type: none"> • draft and check document • carry out role play • attend literacy support sessions • use video/audio to record calls and playback
6 Understand the importance of providing personal information during working life	<p>6.1 Identify situations when presenting personal information will be important during working life</p> <p>6.2 Outline personal information needed during working life</p> <p>6.3 Explain why it is important to give personal information during working life</p>	<p>Various situations at start of own working life could include:</p> <ul style="list-style-type: none"> • applying for a job • attending interview • opening a bank account

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.

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 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 assessment guidance 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 the highest grade.

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 (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

You should refer to the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* 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 checklists and assessment guidance for each unit
- Worked examples of tasks from evidence booklets
- Employability Skills Glossary
- Employability Skills support pack
- Tutor Support Sheet - Skills and attributes
- Frequently Asked Questions (FAQs)
- Introduction for Tutors in the evidence booklet
- Administration documents: Submission Cover Sheet, internal standardisation form

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .