



**Cambridge**  
**EMPLOYABILITY**

# **EMPLOYABILITY SKILLS**

10345, 10346, 10347, 10348, 10349, 10350

## **LEVEL 1**

**UNIT 12 - PROVIDING PERSONAL  
INFORMATION FOR THE WORKPLACE**

## **DELIVERY GUIDE**

Version 1

**OCR** 

# INTRODUCTION

<b>Introduction</b>	<b>3</b>
<b>Unit 12 - Providing personal information for the workplace</b>	<b>4</b>
<b>Learning Outcome 1</b> - Understand how personal information is used and provided in workplace situations	<b>7</b>
<b>Learning Outcome 2</b> - Be able to provide personal information during telephone calls	<b>8</b>
<b>Learning Outcome 3</b> - Be able to produce documents requiring personal information in relation to the workplace	<b>9</b>
<b>Learning Outcome 4</b> - Be able to present, in different formats, evidence of personal achievements	<b>10</b>

To give us feedback on, or ideas about the OCR resources you have used, email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk)

## OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.

© OCR 2013 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Maths, English and Work Experience icons: AirOne/Shutterstock.com

# 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 [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@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.

## KEY



English



Maths



Work experience



# UNIT 12 - PROVIDING PERSONAL INFORMATION FOR THE WORKPLACE

Guided learning hours : 28

Credit value: 3

## PURPOSE OF THE UNIT

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 Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Understand how personal information is used and provided in workplace situations	1.1 Identify personal information an individual would need to provide in routine and non-routine workplace situations	Personal information, eg: <ul style="list-style-type: none"> <li>• contact details, eg full address, telephone number</li> <li>• personal details, eg age,</li> <li>• security details, eg passwords or numbers</li> <li>• bank details, eg name of bank, account number</li> <li>• education details, eg school, qualifications</li> <li>• reference details, eg contact details of referees</li> </ul>
	1.2 Explain why different types of personal information are needed for routine and non-routine situations	Routine workplace situations: occur and is dealt with on a regular basis for the individual, eg accessing in the intranet/ internet  Non-routine workplace situations: infrequent/irregular/ad hoc occurrence for the individual, eg: phoning in sick
	1.3 Identify ways in which personal information is provided	Reasons why personal information is needed, eg: <ul style="list-style-type: none"> <li>• checking identity</li> <li>• preventing fraud</li> <li>• protecting individuals</li> </ul> Ways in which personal information might be provided could include: <ul style="list-style-type: none"> <li>• formally or informally</li> <li>• in writing, eg handwritten or word processed</li> <li>• electronically, eg online</li> <li>• verbally, eg face-to-face or over the telephone</li> </ul>
	1.4 Explain situations when personal information should not be given out	Situations when personal information should not be given out, eg: <ul style="list-style-type: none"> <li>• bank account details in response to emails</li> <li>• security password to work computer when asked by a colleague</li> <li>• home contact details of a colleague</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 provide personal information during telephone calls	2.1 Make or receive a routine telephone call for a familiar situation, providing personal information	Demonstrate appropriate skills, techniques and behaviours
	2.2 Make or receive a non-routine telephone call for a non-familiar situation, providing personal information	Routine and non-routine workplace telephone calls may be: <ul style="list-style-type: none"> <li>• real or simulated</li> <li>• initiated by the learner</li> <li>• responded to by the learner</li> <li>• linked to the workplace situations identified in LO1</li> </ul>
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"> <li>• following instructions</li> <li>• completing all sections (according to guidance)</li> <li>• accurate spelling, punctuation and grammar</li> <li>• free from alterations or changes</li> </ul>	Workplace forms, eg: <ul style="list-style-type: none"> <li>• form to join an organisation's facilities, eg resource centre, social club</li> <li>• annual leave request</li> <li>• health screening request eg eye testing, wellbeing</li> <li>• uniform request</li> </ul>
	3.2 Produce a curriculum vitae (CV) with personal information for use when seeking employment, to include: <ul style="list-style-type: none"> <li>• name</li> <li>• contact details</li> <li>• work experience (with dates)</li> <li>• education (with dates)</li> <li>• personal skills and attributes</li> <li>• other relevant information</li> </ul>	CV. ie: <ul style="list-style-type: none"> <li>• contact details including address, telephone number and/or email address</li> <li>• work experience eg past and/or current employment, voluntary</li> <li>• education details/dates eg school college, training</li> <li>• skills and attributes eg reliable, hard work, ICT</li> </ul>
	3.3 Produce a curriculum vitae (CV) for use when seeking employment, checking that it is: <ul style="list-style-type: none"> <li>• legible logical</li> <li>• in an appropriate format</li> <li>• checked and free from errors</li> </ul>	CV other relevant information, eg: <ul style="list-style-type: none"> <li>• qualifications eg achieved or working towards with dates</li> <li>• skills and experience</li> <li>• reference details</li> <li>• hobbies/interests</li> </ul>
4 Be able to present, in different formats, evidence of personal achievements	4.1 Collate evidence of personal achievements	Types of evidence, eg: <ul style="list-style-type: none"> <li>• certificates, eg qualifications, sport, music, first aid</li> <li>• work products, eg written work, drawings, photographs</li> <li>• witness statements, eg from work experience</li> </ul> Relevance <ul style="list-style-type: none"> <li>• to current situation</li> <li>• to future aspirations</li> </ul>
	4.2 Present evidence of personal achievements in different formats	Formats of evidence, eg: <ul style="list-style-type: none"> <li>• portfolio</li> <li>• witness statements</li> <li>• certificates</li> <li>• presentation</li> <li>• video evidence</li> <li>• examples of work</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 develop personal skills for presenting personal information	5.1 Identify the skills used when presenting personal information, to include: <ul style="list-style-type: none"> <li>• making a telephone call</li> <li>• receiving a telephone call</li> <li>• completing forms</li> <li>• producing a curriculum vitae (CV)</li> <li>• presenting evidence of personal achievements</li> </ul>	Skills, eg: <ul style="list-style-type: none"> <li>• speaking and listening carefully</li> <li>• proofreading documents</li> <li>• writing neat and legibly</li> <li>• using correct spelling, punctuation and grammar</li> <li>• using technology as appropriate eg tweet, blog, PowerPoint slides</li> </ul>
	5.2 Identify improvements to own skills for future use when presenting personal information	Improvements, eg: <ul style="list-style-type: none"> <li>• do not interrupt the other person</li> <li>• better spelling</li> <li>• use of ICT for word processing</li> </ul>
	5.3 Outline ways to improve own skills, for future use, when presenting personal information	Ways of improving, eg: <ul style="list-style-type: none"> <li>• draft and check document</li> <li>• carry out role play</li> <li>• attend literacy support sessions</li> <li>• use video/audio to record calls and playback</li> </ul>
6 Understand the importance of providing personal information during working life	6.1 Identify situations when presenting personal information will be important during working life	Various situations at start of own working life could include: <ul style="list-style-type: none"> <li>• applying for a job</li> <li>• attending interview</li> <li>• opening a bank account</li> </ul>
	6.2 Outline personal information needed during working life	
	6.3 Explain why it is important to give personal information during working life	


# LEARNING OUTCOME 1 - UNDERSTAND HOW PERSONAL INFORMATION IS USED AND PROVIDED IN WORKPLACE SITUATIONS

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Understand how personal information is used and provided in workplace situations	1.1 Identify personal information an individual would need to provide in routine and non-routine workplace situations
	1.2 Explain why different types of personal information are needed for routine and non-routine situations
	1.3 Identify ways in which personal information is provided
	1.4 Explain situations when personal information should not be given out

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 What is Personal Information? 	Learners could take part in a brief group discussion to gain an understanding of what personal information is and what situations they may need to give out personal information to others. See Lesson Element 'Personal information'.	30 mins	1.1
2 Identifying Personal Information 	Learners could complete an activity sheet which details 10 different everyday situations that may occur in their lives. The learner could identify from the scenarios what personal information will be required to be given to the organisation or business and why this will be needed. These could then be divided into routine and non-routine tasks. It will help the learner to relate and understand the importance of being accurate with information as well as only giving personal information to others when required.	30 mins	1.1 1.2
3 Personal Information Scenarios 	In groups, learners could discuss and write down the different ways of providing organisations or businesses with personal information. They could then write down in the past month, examples of when they have had to give out personal information. In their groups, they could then consider the dangers of giving out information to people when it is not appropriate and devise scenarios when this could occur.	1 hour	1.3 1.4

## LEARNING OUTCOME 2 - BE ABLE TO PROVIDE PERSONAL INFORMATION DURING TELEPHONE CALLS




Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to provide personal information during telephone calls	2.1 Make or receive a routine telephone call for a familiar situation, providing personal information
	2.2 Make or receive a non-routine telephone call for a non-familiar situation, providing personal information

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Telephone Role Play 	In pairs, the learners could complete some role play activities where they have to practise giving out personal information using telephones. It should demonstrate their communication skills, but also see if they can identify when it is appropriate or not appropriate for the situation. The pairs can take it in turns to be the receiver of the telephone call and should be polite and professional at all times when completing the task. Reviews of the activity could take place to enhance learning.	1 hour	2.1 2.2



# LEARNING OUTCOME 3 - BE ABLE TO COMPLETE FORMS REQUIRING PERSONAL INFORMATION

Learning Outcome The learner will:	Assessment Criteria The learner can:
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"> <li>• following instructions</li> <li>• completing all sections (according to guidance)</li> <li>• accurate spelling, punctuation and grammar</li> <li>• free from alterations or changes</li> </ul>
	3.2 Produce a curriculum vitae (CV) with personal information for use when seeking employment, to include: <ul style="list-style-type: none"> <li>• name</li> <li>• contact details</li> <li>• work experience (with dates)</li> <li>• education (with dates)</li> <li>• personal skills and attributes</li> <li>• other relevant information</li> </ul>
	3.3 Produce a curriculum vitae (CV) for use when seeking employment, checking that it is: <ul style="list-style-type: none"> <li>• legible logical</li> <li>• in an appropriate format</li> <li>• checked and free from errors</li> </ul>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Investigation on forms 	Learners could investigate and discover where different types of forms are available for different means. It could be for a job application, course application, bank account application, or a benefit application form etc. They learners could obtain five different forms and bring them to the group to discuss. The forms could then be analysed and a discussion could take place on the findings. From the discussion, learners should understand that completing forms can be the first impression an organisation has of the individual and if it is not completed correctly, the impression may be negative. See Lesson Element 'Personal information'.	2 hours	3.1
2 Top Ten Tips 	Using their own personal experiences, learners could explain when they have had to complete forms and the situation that led them to completing a form. Questions such as 'Where did you complete the form?' and 'How did you complete the form' could be discussed. From this learners could produce a list of the top ten tips on how to prepare for and complete forms for a given purpose.	2 hours	3.1
3 What is a CV? 	Using computers, learners could individually investigate what a CV is, what is its purpose, the types of information required, and how it should be completed or designed. Examples of different CV's could be shown. See Lesson Element 'Personal information'.	1 hour	4.1

## LEARNING OUTCOME 4 - BE ABLE TO PRESENT, IN DIFFERENT FORMATS, EVIDENCE OF PERSONAL ACHIEVEMENTS

Learning Outcome The learner will:	Assessment Criteria The learner can:
4 Be able to present, in different formats, evidence of personal achievements	4.1 Collate evidence of personal achievements
	4.2 Present evidence of personal achievements in different formats

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 I am an achiever	A discussion could take place on the different types of achievements (large or small) that individuals have completed over the years, from sporting or music achievements, to qualifications or courses attended and references. The discussion could then lead on to where these important pieces of paperwork are currently kept and how important it is to be organised.	30 mins	5.1
2 Record of Achievement	Learners could be encouraged to find relevant documents that show their achievements such as qualifications or activities. Using these documents, they could write a short paragraph about each achievement (certificate) to explain in more detail what they gained from this qualification or experience. Specific questions could be asked to help with the explanations such as: Why is this an achievement? What did you learn? What skills did you gain? Was it an individual or group activity? Learners could also be encouraged to write what they are aspiring to in the future and what training is required. This could lead on to further investigations.	2 hours	5.2
3 Always take pride in your work	Learners could create a leaflet which explains to others about the importance of using personal information in the right way, how it could be communicated and presented and the importance of creating a good impression through accuracy, neatness and taking pride in your work. Example situations could be used to enhance the work. This will help reflect upon the learning of the unit, thereby ensuring that knowledge and understanding has taken place.	2 hours	6.1 6.3



[www.ocr.org.uk](http://www.ocr.org.uk)



@ocrexams



[linkedin.com/  
company/ocr](https://www.linkedin.com/company/ocr)

## Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

**Telephone: 02476 851509**

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

