



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

LEVEL 1

UNIT 12 – Present personal information to employers

DELIVERY GUIDE

April 2015

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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.

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.

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 Level 1 units
1 Know how personal information is provided and updated for employers	1 - What personal information does an employer need?	1.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5446 - Speak to communicate information, ideas and opinions LO1 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	2 - I have not been paid!	1.2	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	3 - What do we mean by scammers?	1.3	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5446 - Speak to communicate information, ideas and opinions LO1 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
2 Be able to communicate with employers verbally	1 - Responding to formal questions	2.1	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	2 - Making a good first impression	2.1	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5449 - Develop discussions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	3 - Raising issues with an employer	2.1	5438 - Construct compound sentences LO1, LO2, LO3 5441 - Plan and sequence texts LO1, LO2 5446 - Speak to communicate information, ideas and opinions LO1 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 1 units
3 Be able to communicate with employers in writing	1 - Job application forms	3.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 5438 - Construct compound sentences LO1, LO2, LO3
	2 - What is a Personal Statement?	3.2	5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO1, LO3, LO4, LO5 5446 - Speak to communicate information, ideas and opinions LO1 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	3 - What makes a good CV?	3.3	5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO1, LO3, LO4, LO5 5449 - Develop discussions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression English Level 1 units
4 Be able to present evidence of personal achievements	1 - Using a spider gram to plan	4.1	5441 - Plan and sequence texts LO1, LO2 5446 - Speak to communicate information, ideas and opinions LO1 5449 - Develop discussions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	2 - Using PowerPoint	4.1, 4.2	5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5446 - Speak to communicate information, ideas and opinions LO1 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
	3 - Ways of making presentations interesting	4.2	5446 - Speak to communicate information, ideas and opinions LO1 5449 - Develop discussions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
5 Know how to identify and improve presentation skills	1 - Self review	5.1, 5.2	5438 - Construct compound sentences LO1, LO2, LO3 5441 - Plan and sequence texts LO1, LO2
	2 - Asking questions confidently	5.2, 5.3	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO2, LO3
	3 - Asking for feedback	5.2, 5.3	5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO1, LO3, LO4, LO5 5438 - Construct compound sentences LO1, LO2, LO3

UNIT 12 – PRESENT PERSONAL INFORMATION TO EMPLOYERS

Guided learning hours : 28

Credit value: 3

PURPOSE OF THE UNIT

The unit will provide learners with knowledge of how personal information is used and presented to employers. Learners will be able to provide personal information in different situations in working life, both face to face and in writing. Learners will present evidence of their achievements and review their presentation skills in order to identify improvements that can be made 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 personal information is provided and updated for employers	1.1 Identify the main types of personal information required for employers	Personal information needed for employers, eg <ul style="list-style-type: none"> • name • address • contact number • age/date of birth • education details • qualifications • work experience • references • interests/hobbies.
	1.2 Identify situations when personal information may need to be updated in working life	Situations when personal information needs updating, eg <ul style="list-style-type: none"> • moving house • starting a new job • changing a bank account • changing phone numbers • sickness • maternity/paternity leave.
	1.3 Identify situations when personal information should not be given out	Situations in which personal information should not be given out, eg <ul style="list-style-type: none"> • bank account details in response to emails/texts • security passwords when requested by a colleague • pin numbers when asked for • work colleagues' personal details when requested by a third party

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Be able to communicate with employers verbally	2.1 Demonstrate how to communicate personal information to employers	<p>ie communicate verbally personal information using the telephone and face to face, eg</p> <ul style="list-style-type: none"> • asking formal questions • responding appropriately to questions • using appropriate body language • raising issues. <p>These situations may be real or simulated.</p> <p>Situations should be chosen to ensure that personal information can be provided.</p>
3 Be able to communicate with employers in writing	3.1 Complete an application form for a potential job	<p>An application form may be completed in any suitable format.</p> <p>ie following instructions in completing the form, ensuring that it is legible and fit for purpose eg</p> <ul style="list-style-type: none"> • when to use capital letters • colour of ink • where to insert specific information • revising/checking first drafts • using spell checking facilities.
	3.2 Produce a short personal statement that can be included within a curriculum vitae (CV)	<p>The personal statement may be in any suitable format. eg previous experience</p> <ul style="list-style-type: none"> • interests • hobbies • work life • skills or goals.
	3.3 Produce a curriculum vitae (CV) that includes the personal statement	<p>The curriculum vitae (CV) may be in any suitable format, must include, ie contact details</p> <p>eg</p> <ul style="list-style-type: none"> • education with dates • work experience with dates • personal statement • referees.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
4 Be able to present evidence of personal achievements	4.1 Plan a presentation of personal achievements	Plan of presentation of personal achievements in any suitable format eg <ul style="list-style-type: none"> • list • chart • spider gram • notes.
	4.2 Give a presentation of personal achievements	Presentation may be verbal or visual. IT may be used to assist. eg <ul style="list-style-type: none"> • PowerPoint presentation to a group • a display of art work • photos of hobbies • poster • letter from club leader.
5 Know how to identify and improve presentation skills	5.1 Identify own strengths in presentation skills	Review own presentation skills to identify strengths and areas for improvement.
	5.2 Identify areas that need improvement	
	5.3 Request feedback on how to improve these skills	Feedback may be gathered from colleagues and/or staff. It should include asking questions which may be verbal or written. ie asking questions, listening to responses. eg <ul style="list-style-type: none"> • preparing and delivering questionnaires • body language • group discussions • phone conversations with colleagues/mentors.

LEARNING OUTCOME 1 – Know how personal information is provided and updated for employers

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know how personal information is provided and updated for employers	1.1. Identify the main types of personal information required for employers
	1.2 Identify situations when personal information may need to be updated in working life
	1.3 Identify situations when personal information should not be given out

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 What personal information does an employer need?	Learners could be set the task of finding out the different types of personal information an employer will require. Learners could work in pairs and use a variety of methods to list the types of information needed (name, address, NI number etc.). For example, they could search the internet, ask staff members, arrange an interview with personnel or develop a questionnaire that they could use in different situations. From the results they could compare and discuss their findings identifying any differences. An extension to the activity could be to look into specific requirements for specific jobs, for example where a DBS certificate is required.	45 minutes	1.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5446 - Speak to communicate information, ideas and opinions LO1 5724 - Listen to and actively respond in dialogue LO1 LO3 LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
2 I have not been paid!	The teacher could give learners a work scenario about an employee unable to pay their rent because they have not been paid. Learners could be asked to discuss the scenario in pairs and give reasons why this may have happened. Examples might be an administrative error, bank details incorrect, time sheet mislaid or contact details out of date. The learners could discuss their findings as a group and identify other types of situations where updating personal details is important. The teacher could ask the group what other consequences there may be if personal information is not updated in these situations.	45 minutes	1.2	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4
3 What do we mean by scammers?	The teacher could ask learners what they know about scammers and discuss this as a group. Learners could then explore ways of keeping personal information safe. The teacher could direct learners to these websites (or print the information for learners if internet access is not available): http://www.bbc.co.uk/webwise/0/22717881 and http://www.nidirect.gov.uk/be-secure-online to find out about internet safety and keeping personal information safe. Learners could also consider the safety aspects of giving out details using a mobile phone and about keeping personal paperwork secure. Learners could discuss what they could do if requested to give out personal information in suspicious circumstances. They should identify from the websites ways of dealing with this in different circumstances. Learners could compare their findings.	45 minutes	1.3	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5446 - Speak to communicate information, ideas and opinions LO1 5724 - Listen to and actively respond in dialogue LO1, LO3, LO4

LEARNING OUTCOME 2 – BE ABLE TO COMMUNICATE WITH EMPLOYERS VERBALLY

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to communicate with employers verbally	2.1 Demonstrate how to communicate personal information to employers

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Responding to formal questions	The teacher could set a task for learners to find out what the most frequently asked questions are at interview. Learners could then in role play situations take turns to be the interviewer and interviewee and practise answering the questions. Learners could follow up this activity by looking for examples of interviews on YouTube and comparing the way questions are answered. The teacher could ask the learners in pairs to identify the most successful strategies they have found. Learners could then make a note of two of the strategies that they could use in future interviews. Alternatively, if internet access is restricted, the teacher could show suitable clips from YouTube and the learners could discuss the outcomes.	45 minutes	2.1	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5724 -Listen to and actively respond in dialogue LO1, LO3, LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
2 Making a good first impression	The teacher could give learners two different interview scenarios to discuss and compare. Both scenarios should have points of discussion about whether they are appropriate for someone attending an interview or not. Examples may be about whether wearing jeans is appropriate, forgetting to bring certificates or arriving late. The teacher could then note down in two columns what the group consider to be acceptable and what they consider to be unacceptable. Learners could compare and discuss their views and the views of their peers to reach a consensus.	30 minutes	2.1	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5449 - Develop discussions LO1, LO2, LO3 5724 -Listen to and actively respond in dialogue LO1, LO3, LO4
3 Raising issues with an employer	Learners could be asked in pairs to make a list of the types of issues that they may need to raise with an employer or future employer. These may include asking about their salary, holiday entitlement, any difficulties with colleagues or about their working hours. The teacher could discuss the issues raised by the group and how they may tackle them. Learners could then be asked to choose one issue that may be relevant to them and write or record the question they would use when raising the issue. The teacher could ask learners to read out their question to the group.	45 minutes	2.1	5438 - Construct compound sentences LO1, LO2, LO3 5441 - Plan and sequence texts LO1, LO2 5446 - Speak to communicate information, ideas and opinions LO1 5724 -Listen to and actively respond in dialogue LO1, LO3, LO4

LEARNING OUTCOME 3 – BE ABLE TO COMMUNICATE WITH EMPLOYERS IN WRITING

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Be able to communicate with employers in writing	3.1 Complete an application form for a potential job
	3.2 Produce a short personal statement that can be included within a curriculum vitae (CV)
	3.3 Produce a curriculum vitae (CV) that includes the personal statement

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Job application forms	Learners could be asked to use the internet to investigate different application forms or covering letters and find some sample documents to analyse and share with the group. Alternatively, the teacher could provide a selection of these documents. They could then highlight any instructions on the form, such as – use capital letters. The teacher could then supply learners with a badly completed application form where instructions have not been followed and ask the learners to highlight the errors. Learners could then complete a sample application form ensuring they follow all instructions. Learners should proof read their forms and correct any errors.	1 hour	2.1	5428 - Read for purpose and meaning in texts on a variety of topics LO1 5433 - Interpret meaning in sentences in straightforward texts LO2 5438 - Construct compound sentences LO1, LO2, LO3

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
2 What is a Personal Statement?	The teacher could ask learners to say what they think a personal statement should include. Learners could then explore sources of information (internet, books, pre-printed info etc) on what to write in a personal statement to see if their ideas were correct. Learners could gather samples of personal statements and display them to share with others, either on a flip chart or on a power point presentation. The teacher could ask the learners to share the personal statements they have sourced – reading them out to the group. Learners could identify the positive and negative aspects and highlight any examples that they could use in their own personal statement.	1 hour	3.2	5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO1, LO3, LO4, LO5 5446 - Speak to communicate information, ideas and opinions LO1 5724 -Listen to and actively respond in dialogue LO1, LO3, LO4
3 What makes a good CV?	The teacher could provide the learners with a selection of completed sample CVs of differing qualities. Learners could read and discuss the CVs in pairs identifying the positive and negative aspects of each CV. The teacher could then ask learners to choose the CV that they think is the most useful one. Learners could then write a list of reasons why they think it is most useful. For example, they may think it is neat and tidy, has no spelling errors or is clearly laid out etc. Learners could then compare and discuss the reasons that they have identified as a group.	45 minutes	3.3	5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO1, LO3, LO4, LO5 5449 - Develop discussions LO1, LO2, LO3 5724 -Listen to and actively respond in dialogue LO1, LO3, LO4

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 Plan a presentation of personal achievements
	4.2 Give a presentation of personal achievements

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Using a spider gram to plan	The teacher could demonstrate how to use a spider gram for planning by showing learners how to plan a presentation using this method. Learners could then discuss other planning methods they have used. Standard techniques could include talking through ideas, writing on sticky notes or writing lists. The teacher could explain that planning a presentation ensures that things are not forgotten and things are ordered in an appropriate way. Learners could be encouraged to complete their own spider gram showing how they plan to deliver their own presentation and what they will include. Learners could then reflect on the technique and share with others whether they found the technique useful and whether they will use it again. http://www.bbc.co.uk/skillswise/factsheet/en12plan-e2-f-planning-with-spidergrams	30 minutes	4.1	5441 - Plan and sequence texts LO1, LO2 5446 - Speak to communicate information, ideas and opinions LO1 5449 - Develop discussions LO1, LO2, LO3 5724 -Listen to and actively respond in dialogue LO1, LO3, LO4

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
2 Using PowerPoint	<p>The teacher could discuss with learners their experience of using PowerPoint to share information. Learners could be divided into pairs with those who have experience and those who do not. Learners could then explore different PowerPoint presentations that they can find. They could list the positive and negative aspects of each looking at the number of slides, size of text, colour used etc. The teacher could direct learners to the following website (or print resources for them) to help them improve their techniques http://www.thinkoutsidetheslide.com/ten-secrets-for-using-powerpoint-effectively/</p> <p>The learners could develop a PowerPoint presentation of 5 slides showing the pitfalls to avoid when using PowerPoint. They could share and discuss the results.</p>	1 hour	4.1, 4.2	<p>5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2</p> <p>5446 - Speak to communicate information, ideas and opinions LO1</p> <p>5724 -Listen to and actively respond in dialogue LO1, LO3, LO4</p>
3 Ways of making presentations interesting	<p>Learners could be given the opportunity to investigate different ways of presenting information in an interesting way. The teacher could suggest that some use the computer to find out about how to make presentations interesting and others use a questionnaire or ask questions within the college or workplace. The learners could ask tutors or work supervisors how they would make a presentation interesting. The teacher could ask learners to collate their information for use when making their own presentations. They could order their findings into those they want to try and those they think would not work for them. The learners could share their findings and explain why they prefer some ideas to others.</p> <p>http://www.wikihow.com/Make-a-Presentation-Fun</p>	45 minutes	4.2	<p>5446 - Speak to communicate information, ideas and opinions LO1</p> <p>5449 - Develop discussions LO1, LO2, LO3</p> <p>5724 -Listen to and actively respond in dialogue LO1, LO3, LO4</p>

LEARNING OUTCOME 5 – KNOW HOW TO IDENTIFY AND IMPROVE PRESENTATION SKILLS

Learning Outcome The learner will:	Assessment Criteria The learner can:
5 Know how to identify and improve presentation skills	5.1 Identify own strengths in presentation skills
	5.2 Identify areas that need improvement
	5.3 Request feedback on how to improve these skills

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
1 Self review	The teacher could ask learners to review their own skills following their presentation. The learners could complete a questionnaire provided by the teacher or record their views on paper, by video or audio. The initial focus could be on what they felt went well. The teacher could explain to learners that it takes time to get a presentation right and each time they repeat it they can make some changes and improvements. Once learners have identified what went well the teacher could ask them to record what changes they would make before doing the presentation again. The learners could then share their ideas with a partner or with the group.	45 minutes	5.1, 5.2	5438 - Construct compound sentences LO1, LO2, LO3 5441 - Plan and sequence texts LO1, LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression English Level 1 units
2 Asking questions confidently	Learners could be set a task of asking questions in a variety of different situations. The teacher could provide several scenarios that encourage learners to ask questions to extract detail. Typical scenarios may be using the telephone to request the details about an evening class or finding out about the best method of transport to a local town. Learners could record each other asking the questions and reflect upon whether they were successful in obtaining the information. The teacher could observe the learners completing the tasks and identify the successes and suggest any ideas for improvement.	45 minutes	5.2, 5.3	5446 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5724 - Listen to and actively respond in dialogue LO1, LO2, LO3
3 Asking for feedback	The teacher could ask the learners to prepare a set of questions for feedback following their presentation. Learners could be challenged to find copies of feedback forms or they could be provided with a selection by the teacher. Learners could then identify the types of questions that would help them to improve their presentation skills. Examples may be:- Could you hear what was said? Was the display clearly labelled? The learners could use the questions prepared to follow their presentation to gather useful feedback on what needs improvement. The teacher could then ask each learner to identify two areas from the feedback that they will work on to improve.	1 hour	5.2, 5.3	5428 - Read for purpose and meaning in texts on a variety of topics LO1, LO2 5433 - Interpret meaning in sentences in straightforward texts LO1, LO3, LO4, LO5 5438 - Construct compound sentences LO1, LO2, LO3



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