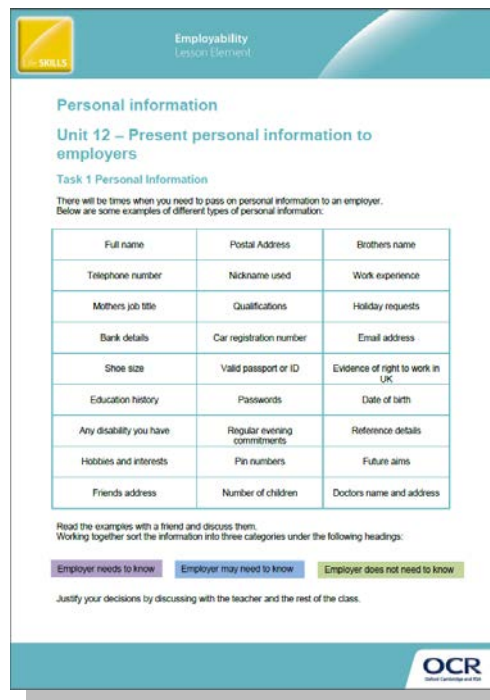# Personal information

Unit 12 – Present personal information to employers

Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element 'Personal information', which supports OCR Awards and Certificates in Employability Skills Unit 12 – Present personal information to employers.

Associated materials

Lesson Element – Personal information

Expected duration

Task 1 - 30 minutes
Task 2 - 30 minutes
Task 3 - 45 minutes

Task 1 Personal information

The teacher could give learners a copy of the personal information chart below (which is included in the learner resources) to cut up and sort into the categories:

Employer needs to know | Employer may need to know | Employer does not need to know

Full name	Postal Address	Brother's name
Telephone number	Nickname used	Work experience
Mother's job title	Qualifications	Holiday requests
Bank details	Car registration number	Email address
Shoe size	Valid passport or ID	Evidence of right to work in UK
Education history	Passwords	Date of birth
Any disability you have	Regular evening commitments	Reference details
Hobbies and interests	Pin numbers	Future aims
Friend's address	Number of children	Doctor's name and address

There are no hard and fast rules about what is right or wrong but below is a guide to possible answers.

Those in the **'may need to know'** section will depend on the type of job. For example, if a car is used at work, then the employer will need the car registration number.

PURPLE – employer needs to know
BLUE – employer may need to know
GREEN – employer does not need to know

Full name	Postal Address	Brother's name
Telephone number	Nickname used	Work experience
Mother's job title	Qualifications	Holiday requests
Bank details	Car registration number	Email address
Shoe size	Valid passport or ID	Evidence of right to work in UK
Education history	Passwords	Date of birth
Any disability you have	Regular evening commitments	Reference details
Hobbies and interests	Pin numbers	Future aims
Friend's address	Number of children	Doctor's name and address

The teacher could discuss with the group their reasoning and outline any factors that they may have overlooked.

Task 2 – Updating information

The teacher could ask learners about situations when they would need to update their personal information for employers.

The teacher could then give the blank chart below (which is provided in the learner resources) to the learners to complete:

Situation	What new information does your employer need?	Why does it need updating?
You move house		
The branch of your bank closes down so your account is moved		
You get a new phone with a different number		
You or your partner is expecting a baby soon		
You book a holiday abroad in a few months		

Possible responses may be:

Situation	What new information does your employer need?	Why does it need updating?
You move house	Your new address	Any postal communication will be sent to the wrong address if it is not updated
The branch of your bank closes down so your account is moved	The address and sort code of the new branch	Salary paid into a bank may be delayed if the changes have not been made
You get a new phone with a different number	Your new phone number	The employer may need to contact you to let you know of shift changes or overtime etc
You or your partner is expecting a baby soon	Any request for maternity/paternity leave	To ensure you can have the time off when needed

To keep the employer informed of changes that will affect them |
| You book a holiday abroad in a few months | The dates of your holiday request | To ensure that you can get the time you need off work |

The teacher could discuss the learners' responses with the group.

Task 3 Dos and Don'ts when choosing a password

The teacher could ask learners about the reasons they need passwords and pin numbers.

The learners could then be set the task of finding out the do's and don'ts

This website had a list of Do's and Don'ts which are listed below.

https://www.getsafeonline.org/protecting-yourself/passwords/

Choosing the Best Passwords

Do:

- Always use a password.

- There are no hard and fast rules, but you could consider the following suggestions:

  - Choose a password with at least eight characters (more if you can, as longer passwords are harder for criminals to guess or break), a combination of upper and lower case letters, numbers and keyboard symbols such as @ # $ % ^ & * ( ) _ +. (for example SP1D3Rm@n – a variation of spiderman, with letters, numbers, upper and lower case). However, be aware that some of these punctuation marks may be difficult to enter on foreign keyboards. Also remember that changing letters to numbers (for example E to 3 and i to 1) are techniques well-known to criminals.

  - Combine two or more un-associated words, for example things you see when you look out of the window or on your desk. Examples: MagpieDrainpipe or MonitorEarwigBrick. Note that these would not be suitable where one or more numerical characters are required.

  - A line of a song that other people would not associate with you.

  - Someone else's mother's maiden name (not your own mother's maiden name).

  - Pick a phrase known to you, for example 'Tramps like us, baby we were born to run' and take the first character from each word to get 'tlu,bwwbtr'

  - Consider using a password creator, for example: https://identitysafe.norton.com/password-generator

Don't:

- Use the following as passwords:

  - Your username, actual name or business name.

  - Family members' or pets' names.

  - Your own or your family birthdays.

  - Favourite football or F1 team or other words easy to work out with a little background knowledge.

  - The word 'password'.

  - Numerical sequences.

  - A single commonplace dictionary word, which could be cracked by common hacking programs.

  - When choosing numerical passcodes or PINs, do not use ascending or descending numbers (for example 4321 or 12345), duplicated numbers (such as 1111) or easily recognisable keypad patterns (such as 14789 or 2580).

Ask learners to compare their findings with a partner.

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