

Unit Title:

Supervise children and young people on journeys, visits and activities outside of the setting

OCR Unit No:

45

Sector Unit No:

TDA 3.29

Level:

3

Credit value:

3

Guided learning hours:

15

Unit accreditation number:

H/601/8360

Unit purpose and aim

This unit provides the knowledge, understanding and skills to supervise children and young people on journeys, visits and activities outside of the setting. It requires competence in preparing for, and supervising children and young people during, journeys, visits and activities outside of the setting.

<p>Learning Outcomes The learner will:</p>	<p>Assessment Criteria The learner can:</p>	<p>Exemplification</p>
<p>1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting</p>	<p>1.1 Explain the organisational and legal requirements for supervising children and young people on journeys, visits and activities outside of the setting</p> <p>1.2 Explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time</p> <p>1.3 Describe typical preparations which children and young people and those accompanying them would have to make for the range of</p>	<p>Centres must ensure that all assessment criteria are met.</p> <p>Journeys:</p> <ul style="list-style-type: none"> • on foot • in a organisation/hired vehicle • public transport <p>Visits eg:</p> <ul style="list-style-type: none"> • local outings • residential trips • visits abroad <p>Activities outside of the setting eg:</p> <ul style="list-style-type: none"> • community-based projects • field studies • cultural activities • sports, recreation and

	<p>journeys, visits and off-site activities undertaken</p> <p>1.4 Explain the contingency arrangements appropriate to the issues that may arise when children and young people are on journeys, visits and activities outside of the setting</p>	<p>outdoor activities</p> <p>Issues eg:</p> <ul style="list-style-type: none"> • accident • missing person(s) • illness • late departure or arrival • transport problems <p>loss of equipment or belongings</p>
<p>2. Be able to prepare for journeys, visits and activities outside of the setting</p>	<p>2.1 Obtain information about the children and young people involved in the journey, visit or activity</p> <p>2.2 Clarify and confirm details of the travel arrangements with the person responsible for organising the journey, visit or activity</p> <p>2.3 Obtain the necessary resources for the journey, visit or activity</p>	<p>Information about the children and young people to be supervised eg:</p> <ul style="list-style-type: none"> • number of children and young people • names of the children and young people • the age of the children and young people • any additional needs of the children or young people involved <p>Travel arrangements as appropriate to the journey eg:</p> <ul style="list-style-type: none"> • method of transport • route • departure and arrival times • stages in the journey • food and drink • comfort and hygiene • overnight accommodation • supervision and support • transport of equipment and belongings <p>Resources eg:</p> <ul style="list-style-type: none"> • travel documents • first aid kit • equipment

<p>3. Be able to supervise children and young people on journeys outside of the setting</p>	<p>3.1 Take reasonable action to enable the timely departure and arrival of children and young people</p> <p>3.2 Escort children and young people in a safe manner using the agreed route and method of transport</p> <p>3.3 Respond to the needs of individual children and young people and offer help when required</p> <p>3.4 Encourage children and young people to look after themselves and their belongings during travel</p> <p>3.5 Check that all children and young people are accounted for throughout the journey</p> <p>3.6 Deal with any issues arising during the journey in ways which maintain the safety, security and comfort of participants</p>	<p>Participants eg:</p> <ul style="list-style-type: none"> • children and young people • staff • other adults eg parent helpers
<p>4. Be able to supervise children and young people during visits and activities outside of the setting</p>	<p>4.1 Check that children and young people are prepared for the visit and/or activities</p> <p>4.2 Maintain the safety, well-being and acceptable behaviour of children and young people during the visit and/or activities</p> <p>4.3 Encourage and support children and young people to:</p> <p style="padding-left: 20px;">a) maintain the safety and</p>	<ul style="list-style-type: none"> •

	<p>security of equipment and belongings</p> <p>b) show respect for the environment</p> <p>c) finish activities on time</p> <p>d) return equipment and materials to the appropriate place at the end of the visit and/or activities</p> <p>4.4 Check that all children and young people are accounted for throughout the visit and/or activities</p> <p>4.5 Deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants</p> <p>4.6 Take reasonable action to enable children and young people to be ready for departure at the agreed time</p>	
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Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.6 must be assessed in the workplace. Simulation may be used for assessment criteria 3.6 and 4.5.

Details of relationship between the unit and national occupational standards

STL58 Organise and supervise travel (SkillsActive B228)

STL59 Escort and supervise pupils on educational visits and out-of-school activities

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

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	✓

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.