OCR
Oxford Cambridge and RSA

Unit Title:	**Support children and young people's travel outside of the setting**
OCR unit number:	20
Sector unit number:	TDA 2.17
Level:	2
Credit value:	3
Guided learning hours:	22
Unit accreditation number:	Y/601/6573

Unit purpose and aim

This unit provides the knowledge, understanding and skills to support children and young people's travel outside of the setting. It requires competence in supporting the arrival and departure of children and young people and supporting them on journeys outside of the setting.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Know the policy and procedures for children and young people's travel outside of the setting	1.1 Describe the organisational and legal requirements for children and young people's travel outside of the setting including adult/child ratio requirements 1.2 Describe the different **travel arrangements** which are appropriate to the individual needs of children and young people and the range of **journeys** which are being undertaken 1.3 Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good	**Travel arrangements** as appropriate to the journey eg: • 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

	time	and belongings
	1.4 Describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken	**Journeys:** • on foot • in a organisation/hired vehicle • public transport
	1.5 Identify the kinds of issues that might occur when supporting children and young people's travel	
	1.6 Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling	
2. Be able to support the arrival and departure of children and young people	2.1 Obtain **information** about the children and young people to be dropped off/picked up	**Information** about the children and young people to be dropped off/picked up eg:
	2.2 Communicate arrangements to colleagues when relevant	• number of children and young people
	2.3 Remind children and young people about health and safety issues relating to arriving at and leaving the setting	• names of the children and young people • the age of the children and young people • where the children and young people are coming from or going to
	2.4 Follow the organisational procedures for:	• the travel arrangements for individuals and/or groups of children and young people
	a) supervising the arrival and departure of children and young people	
	b) checking that all children and	• any additional needs of the children or young

	young people have been accounted for c) dealing with any issues arising when children and young people are arriving at or leaving the setting	people involved
3. Be able to support children and young people during travel	3.1 Remind children and young people of agreed ways to keep safe during travel 3.2 Respond to the needs of individual children and young people and offer help when required 3.3 Follow organisational procedures for travel: a) on foot b) by public transport c) by private transport 3.4 Respond to children and young people's feelings and behaviour as they move from one environment to another 3.5 Encourage children and young people to look after themselves and their belongings during travel	

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.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

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.

National Occupational Standards (NOS) mapping/signposting

Based on SkillsActive playwork unit 20 Support the travel of children and young people outside the play environment

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 .