

Unit Title:	Getting to a destination safely and on time
OCR unit number:	M33
Life and Living Skill Area:	Personal Skills
Level:	Entry 3
Credit value:	1
Guided learning hours:	10

Unit purpose and aim

This unit introduces learners to the importance of getting to their place of work safely and on time.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Know about options for travelling to and from a specific destination	The Learner can: 1.1 Identify possible options for travelling to and from their destination 1.2 Choose the most appropriate option for travelling 1.3 Identify an alternative option to use if required	<p>Learners discuss the ways in which they travel eg a lift from family/friends, taxi, bus, train, tram, plane, walking etc and discuss their experiences; learners select a destination and then create a list of how they may travel to the destination using words or images.</p> <p>Examine the chosen destination and work out which is the best way to get there; this may include looking at where they need to go, what options they have eg does a bus go near by? Is it close enough to walk? Considering cost implications etc.</p> <p>Learners can then give a justification as to why it is the appropriate option; this can be written or presented orally or through questioning prompts by their tutor.</p> <p>Learners should identify situations where an alternative may be needed eg bad weather means no buses are running, the transport hasn't arrived, you're running late etc and then explain what they would do eg call a taxi, walk, ask for a lift etc</p>

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
	1.4 Identify who to contact if they are going to be late or unable to go	The learner finds out who to inform eg the person waiting for them at the location, their support worker, a family member or friend. Method of contact could include email, text or telephone call. Learners could create a contact list to use, input numbers in to a mobile phone or an address book.
2 Be able to plan and carry out a journey to arrive at a destination safely and on time	<p>2.1 Plan a safe route and the time needed to complete their journey</p> <p>2.2 Identify who to contact if they need help with their journey</p> <p>2.3 Make a journey using their chosen travel option to their destination safely</p>	<p>The selected destination may be provided or chosen by the learner, ideally it should be a place of relevance such as home, college, work, venue of an activity they take part in etc.</p> <p>Learners can create a plan which states their journey in a way that suits them eg pictorial, written list which includes where to start their journey, the transport to use and the time to leave. Learners should identify what time they need to be there and find out how long it will take them to travel.</p> <p>The method of transport should be appropriate to the individual and their ability eg an adapted taxi, taxi, bus, tram or train.</p> <p>Learners produce a list of appropriate contacts and their contact details, learners discuss who they could contact to help them, learners identify who could help them in response to information provided.</p> <p>People learners may contact could include the person helping them (tutor, assessor, trainer etc), the travel centre, the driver, family member etc.</p> <p>The journey can be completed using the chosen travel option; the journey may be supported by another individual. The learner identifies how they are travelling safely; eg using a seat belt in a car, using pedestrian crossings, not</p>

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
	2.4 Arrive at their destination on time	<p>taking short cuts through isolated areas etc.</p> <p>Learners planning their journey show they have taken account of the time needed to get to their destination. If the learner needs to be at the destination for 10am, then they should arrive at the destination within reasonable time. The learner may receive support to identify travel times. For example, assistance with reading timetables etc.</p>

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

For learning outcome 2 it is advisable that a real journey need is identified to make the learning real and relevant to the individual and can be the foundation for allowing learners to become independent travellers.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.