

Unit Title:	Organise travel for children and young people
OCR Unit No:	44
Sector Unit No:	TDA 3.28
Level:	3
Credit value:	2
Guided learning hours:	12
Unit accreditation number:	H/601/8357

Unit purpose and aim

This unit provides the knowledge, understanding and skills to organise travel for children and young people, eg. for home-to-school travel, educational visits, field studies or sports fixtures. It requires demonstration of competence in making travel arrangements relevant to the journey and the needs of the participants.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand the policy and procedures for organising children and young people's travel outside of the setting	1.1 Explain the organisational and legal requirements for children and young people's travel outside of the setting 1.2 Explain the organisational procedures for organising children and young people's travel 1.3 Explain the factors to bear in mind when organising travel for children and young people 1.4 Explain the importance of the children, young people and adults involved having complete and accurate information about travel	Centres must ensure that all assessment criteria are met. Factors eg: <ul style="list-style-type: none"> • age of the children or young people • children or young people with additional needs • health, safety and security • risk assessment • environmental conditions • adult/child ratio requirements • distance and duration of journeys • cost and convenience Travel arrangements as appropriate to the journey

	<p style="text-align: center;">arrangements in good time</p> <p>1.5 Explain the contingency arrangements appropriate to the issues that may arise when children and young people are travelling</p>	<p>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>2. Be able to make travel arrangements</p>	<p>2.1 Plan travel arrangements that are appropriate to the requirements of the journey and the needs of the participants</p> <p>2.2 Carry out a risk assessment for the journey illustrating how its implementation will reduce risk</p> <p>2.3 Plan travel arrangements that are safe and take account of the likely conditions during the journey</p> <p>2.4 Develop contingency plans appropriate to the issues that may arise when children and young people are travelling</p> <p>2.5 Make travel arrangements that balance:</p> <ul style="list-style-type: none"> a) efficiency b) cost-effectiveness 	<p>Journeys:</p> <ul style="list-style-type: none"> • on foot • in a organisation/hired vehicle • public transport <p>Participants eg:</p> <ul style="list-style-type: none"> • staff • other adults eg parent helpers • children and young people <p>Relevant people eg:</p> <ul style="list-style-type: none"> • children, young people and adults undertaking the journey • parents/guardians/care rs of children and young people undertaking the journey • senior manager in the setting with overall responsibility for travel outside of the setting • relevant programme leader eg. for work experience • office staff

	c) comfort d) concern for the environment 2.6 Provide relevant people with clear, correct and up-to-date information about the travel arrangements in good time 2.7 Comply with all relevant organisational and legal requirements for the journey	
--	--	--

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, 2.4, 2.5, 2.6 and 2.7 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL58 Organise and supervise travel (SkillsActive B228)

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.