



# **UNIT 217**

## **SUPPORT CHILDREN AND YOUNG PEOPLE'S TRAVEL OUTSIDE OF THE SETTING**

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**In this unit, you will cover the following outcomes:**

- 217.1 Know the policy and procedures for children and young people's travel outside of the setting**
- 217.2 Be able to support the arrival and departure of children and young people**
- 217.3 Be able to support children and young people during travel**

# **UNIT 217 (LEVEL 2 UNIT, 3 CREDITS)**

## **SUPPORT CHILDREN AND YOUNG PEOPLE'S TRAVEL OUTSIDE OF THE SETTING**

### **What this unit is about**

This unit is about the essential knowledge and skills involved in supporting children and young people when they undertake activities outside of school. Such activities often involve travel on foot, by coach or by public transport. Careful preparation and team working are often required for such activities. Pupils who have disabilities or special educational needs are likely to need closer support than others during visits.

### **An example**

This is one example of a travel activity that could provide opportunities to cover this unit:

A year group are going on a short residential field trip during which they will undertake activities about the local history and wildlife of the area. The group includes a number of pupils who each have individual needs.

Careful preparation is essential so that staff and parents / carers can be sure that the trip will be as safe and beneficial as possible. They have many questions, and two parents are coming along as parent helpers. It is essential to know about any health conditions and dietary requirements. Quite a lot of paperwork is involved.

Staff need to monitor pupils as they participate, and ensure that all are safe. It is necessary to keep a close eye on everyone in order to ensure that any problems are dealt with quickly and appropriately.

You will need to co-ordinate carefully with other staff to carry out this complex task. How do you think you will do this?

### **Useful words**

#### **The setting**

The school and its grounds. Travel outside of the setting covers all trips and journeys that take pupils out of the school site.

#### **Travel arrangements**

The planning for trips and journeys, including how you are getting around, the equipment and food you need to take and what sort of facilities are available at your destination.

#### **Contingency arrangements**

Planning in advance what you will do in the case of a problem or issue that might come up while you are travelling, e.g. what you will do if a child becomes travel sick.



### **WHAT THEY SAY...**

The best geography is learned through the soles of your boots.

Anonymous

## Guidance on evidence and assessment

You need to show a combination of knowledge and performance evidence for this unit. Discuss with your assessor how you will achieve the unit. There is space at the end of this unit for you to note down your planning. You might find this guidance helpful:

- To cover criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 you must be observed working with one or more children and young people by an expert witness, or your assessor.
- It is important that you plan with your assessor before an observation so that you understand what you should do to meet the criteria. You may need to think about activities that might be better avoided for observation. A well prepared observation should cover all of the criteria in one go. Look at the linked units at the top of the next page before you plan with your assessor. You may find that you can naturally cover criteria for several units in one observation.

### Suggested Assignment

This assignment is one way of providing evidence for the knowledge parts of this unit that don't have to be covered by workplace assessment. Your assessor may need to discuss some points with you. You will need to find relevant information from:

- books – keep a list of books that you use, making sure that you reference these clearly and consistently. Make a note of details such as author, title and publication date
- websites – keep a list of web addresses that you use
- teachers
- other learning support staff.

**Produce an outline guide to preparing for and supporting children and young people during visits. Refer to assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.**

**You will need to cover topics such as:**

- how many children each adult can legally supervise on trips
- what things you need to take into account when you are making travel arrangements
- how you will give information about the travel arrangements to children, parents and staff
- what issues you might have to deal with, and how you will plan for these.



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### Cross reference

You may be able to combine evidence for this unit with the following units: 202, 203, 204, 206, 207, 208, 209, 210, 215 and 218.

### Assessed Evidence

You need to show that you understand and are able to complete all the criteria in this unit. Evidence of your knowledge and competence should be recorded by your assessor or by you, and referenced in the box below. On the next pages, these evidence references can be written in the relevant boxes.

Evidence reference	Evidence title	Assessment method

### Assessment method key

**O** Observation **Q** Questioning **A** Assignment  
**PE** Product Evidence **WT** Witness Testimony  
**PD** Professional Discussion **RA** Reflective Account

### Outcome One

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

- 1 To be able to know the policy and procedures for children and young people's travel outside of the setting, you must show that you can:**

**1.1** Describe the organisational and legal requirements for children and young people's travel outside of the setting including adult / child ratio requirements

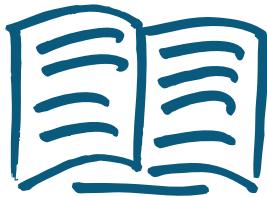
**1.2** Describe the different travel arrangements which are appropriate to the individual needs of children and young people and the range of journeys which are being undertaken

**1.3** Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time

**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

**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.



## IN THE KNOW

You will need to read about the legal aspects of visits, as well as school policies and procedures. You may find useful information on your local authority website, as well as in your school office.



## HINTS AND TIPS

You may be able to use quite small-scale visits out of school to produce evidence for this unit.

## Outcome Two

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

- 2 To be able to support the arrival and departure of children and young people, you must show that you can:**

- 2.1** Obtain information about the children and young people to be dropped off / picked up

- 2.2** Communicate arrangements to colleagues when relevant

- 2.3** Remind children and young people about health and safety issues relating to arriving at and leaving the setting

- 2.4** Follow the organisational procedures for:

- a** supervising the arrival and departure of children and young people

- b** checking that all children and young people have been accounted for

- c** dealing with any issues arising when children and young people are arriving at or leaving the setting.

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### Outcome Three

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

**3 To be able to support children and young people during travel, you must show that you can:**

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.



### HINTS AND TIPS

It's a good idea to make one person responsible for checking the train or coach as the group gets off to make sure nothing is left behind. You could choose a different pupil to help you each time.



### IN THE KNOW

You may arrive back at school at a different time than usual. Find out your school's procedures for looking after any children who have not been collected.



## Unit sign-off

The evidence for this unit is a valid, sufficient and an authentic record of the candidate's current competence and has been assessed under the requirements of the assessment strategy.

I confirm that the evidence provided is a result of my own work.

Signature of candidate

Date

I confirm that the candidate has demonstrated competence by satisfying all of the criteria for this unit.

Signature of assessor

Date

Signature of IV (if sampled)

Date

Signature of EV (if sampled)

Date

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Use this space for your notes and planning