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| **Unit Title:** | **Finding your way around an unfamiliar area** |
| OCR unit number: | M12 |
| Life and Living Skill Area: | Personal Skills |
| Level: | Entry 2 |
| Credit value: | 2 |
| Guided learning hours: | 20 |

## Unit purpose and aim

This unit aims to provide learners with the opportunity to show that they have the skills to find their way around an unfamiliar area using a range of skills and indicators to find specified commonly used locations.

| Learning Outcomes | Assessment Criteria | Example of ways assessment criteria could be met |
|---|---|---|
| **The Learner will:**<br>1 Know different indicators that help to find the way around an unfamiliar area | **The Learner can:**<br>1.1 Identify a range of indicators that will help to find the way around an unfamiliar area | The learner shows that they know three or more different indicators which could help them to find their way if they were travelling alone in an unfamiliar place. The learner presents this information as part of a discussion, as a simple guidance leaflet or audio guide; or identifies indicators from an audio or video recording of a journey. Example indicators may include: pedestrian crossing beeps and green walking person lights to tell them they can cross the road; lift floor number lights and voiceovers to inform level; a receptionist approached for information about a particular department in a building; a picture symbol, written or Braille sign to show where fire toilets/fire exits/help points are etc. |
| 2 Be able to find the way around an unfamiliar area using indicators | 2.1 Find specified locations in an unfamiliar area, using identified indicators | On their own or with limited support, the learner makes use of simple tools and/or equipment to find three |

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| Learning Outcomes | Assessment Criteria | Example of ways assessment criteria could be met |
|---|---|---|
| | | everyday destinations that they have not been to on their own before. For example: signs and symbols to find public toilets on their daily travel route; written/Braille/audio instructions to find the bus station; changes to pavement surface to locate a pedestrian crossing (such as a zebra crossing) to cross a road on way home from work; a popular landmark to meet the employee minibus; verbal instructions to find the fire exit. |
| 3 Know how to be safe in unfamiliar areas | 3.1 Identify potential risks when visiting unfamiliar areas | The learner shows they understand that there can be risks to safety of themselves or others when they are in unfamiliar areas. For example; they respond to audio/audio visual examples of journeys and identify risks in response to questions; they describe journeys they have been on and what risks they may have faced, such as crossing busy roads; they identify risks from example images. The learner identifies one or more risks from these examples. Example risks could include: they can become lost or disorientated; they could be approached by people they do not know or feel uncomfortable with; they could fall over and not know where to get help. |
| | 3.2 Identify how to minimise potential risks | The learner shows they know how to minimise one or more risks to stay safe when visiting an unfamiliar area. For example: the learner finds out about simple personal safety rules from a given list; takes part in a group discussion to make a ‘stay safe list’; responds to an audio/audio visual recording about personal safety and makes their own list for minimising risks. Example lists could include: follow route instructions, do not use unfamiliar short cuts across wasteland/secluded areas, tell |


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| Learning Outcomes | Assessment Criteria | Example of ways assessment criteria could be met |
|---|---|---|
| | | someone where you're going and expected arrival time, use pedestrian crossings, carry any medications /emergency talismans, do not accept lifts from strangers etc. |
| | 3.3 Identify strategies for dealing with unexpected situations | The learner plans strategies to deal with unexpected situations. For example, the learner discusses/signs possible issues prompted by a tutor/responsible person and lists how they could respond; the learner takes part in a role play activity and outlines possible responses; the learner works with others to respond and provide solutions to possible unexpected situations or scenarios and makes a list of possible sources of assistance; such as the learner carries information on health conditions and medication such as allergy/diabetic medicine. The learner carries a mobile phone with an ICE (in case of emergency number) stored in the memory. The learner shows they can identify people to approach for help with an unexpected situation such as police officers, fire crew, medics, reception and security staff in public places/ buildings. |

## 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.

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.

Assessment of this unit is at Entry Level 2 and the methods of assessment will be appropriate to the task. It is likely that the learner will be assessed on finding destinations that are unfamiliar to them travelling on their own, but which they may have visited before with assistance; to facilitate appropriate risk assessments prior to the assessment. Learners will show they can identify three different indicators which are appropriate for their particular situation.

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The assessment criteria require the learner to find three different destinations themselves, or with limited support. Learners are not required to find each of the different destinations at the same assessment opportunity.  Assessors may provide limited support to assist the learner's safety, this can include: being kept in view by the assessor or having, for example a sighted assistant describing the surroundings to support a learner with visual impairment, Each destination should be relevant to the learner's daily life and may support their workplace activities.

The assessment will demonstrate that the learner can show they understand ther are potential risks; they can identify them and know how to minimise one or more risks, when travelling in unfamiliar places,

## Evidence requirements

This unit aims to provide learners with the opportunity to show that they have the skills to find their way around an unfamiliar area safely, using a range of indicators to find specified locations. Assessment evidence will show when each activity took place including the date and time of the day, as well as showing how the learner followed procedures to reduce risks to their personal safety. The evidence will show that the learner had strategies for dealing with unexpected situations when completing their assessments.

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.


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