

Unit 23: Residential Study Visit in Travel and Tourism

Unit code:	Y/600/8490
QCF Level 3:	BTEC National
Credit value:	5
Guided learning hours:	30

● Aim and purpose

The unit enables learners to develop knowledge and skills to plan, participate in and evaluate a residential study visit. Learners will also gain an understanding into the process of risk assessment. Residential study visits enhance travel and tourism programmes and provide opportunities to experience first hand some aspects of the travel and tourism sector.

● Unit introduction

A residential study visit is often the highlight of the course for learners. It presents them with the opportunity to study travel and tourism outside the classroom in a real-life situation. As well as giving learners the chance to experience the subject first hand and to build on knowledge gained during delivery of other units, it promotes teambuilding and independent living. For some learners, this may be their first experience of travelling without their family or close friends, especially if the study visit takes place outside the UK.

This unit is focused around a residential study visit which will take place either in the UK or abroad. Learners are required to establish the aims and objectives of a study visit, by considering the purpose of the study programme, possible research opportunities, personal development and planned outcomes. Learners will produce a proposal for a residential study visit, taking into account the considerations and constraints.

Health, safety and security are critical to the success of educational study visits and learners will be introduced to the reasons for, and the importance of, risk assessments. Learners will complete a full risk assessment for the study visit.

Learners will be involved in planning and participate in the residential study visit, projecting the correct attitude and image, showing consideration towards others and exhibiting responsible behaviour. The residential study visit will provide opportunities for learners to experience travelling to a destination and experiencing tourism first hand within a destination other than their local area. Finally, learners will undertake an evaluation of the success of the study visit including their own contribution.

Please note: If any learners are unable to participate in the actual visit, for example for medical or financial reasons, it is possible for learners to undertake *Unit 13: Organising a Travel and Tourism Study Visit* from the BTEC Firsts in Travel and Tourism. Unit 13 can be nested within Unit 23 and will enable learners to achieve Unit 13 by participating in a local, non-residential study visit. Learners cannot gain credit for both units within their learning programme.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to produce a suitable proposal for a residential study visit
- 2 Know the reasons for and the process of risk assessment
- 3 Be able to contribute to a successful residential study visit.

Unit content

1 Be able to produce a suitable proposal for a residential study visit

Aims and objectives: educational eg links to the curriculum, relevance to study programme, opportunities for research; personal development eg independence, increased responsibility for self and others; interaction with others; outcome eg coursework, experience; other eg career development, foreign language development

Proposal: destination; means and range of transport; accommodation; visits and excursions; itinerary (arrival and departure points, distance, times); costs; curriculum and development opportunities; ensuring aims and objectives are met; taking account of considerations and constraints; features and benefits of the proposal

Considerations: types of study visit; duration; comparison of potential destinations; location; seasonality; climate; health, safety and security; opportunities for learning; educational visits or talks; means of transport

Constraints: financial (budget, costs, personal expenditure); legal eg passports, visas; distance; risk eg natural disasters, political instability, personal safety; legal implications eg drinking, driving, duty of care

2 Know the reasons for and the process of risk assessment

Reasons for risk assessment: legal requirement; identification of and reduction of risks; safety of participants; allocation of roles and responsibilities

Process of risk assessment: identification of possible hazards (relating to travel to, from and within destination, method of transport, the accommodation, activities, free time); level of risk of hazard; action taken to reduce risk of hazards (code of conduct, written and verbal advice, use of reputable organisations eg coach companies); student/staff ratios; emergency numbers; medical details; permissions; general advice and information eg clothing, climate

3 Be able to contribute to a successful residential study visit

Participation in the planning of the visit: devising a group code of conduct; producing study visit information eg on suitable places to eat and drink, special events, attractions; producing itineraries; other eg collecting documentation

Responsibilities prior to the visit: providing the necessary personal documentation eg consents, passports, visas, medical information, emergency contact details

Participation during the visit: responsibilities to self eg personal health, safety and security; time management; budgeting; responsibility and consideration to others eg peer group, tutors, other guests, fellow passengers, coach driver, speakers; attitude; health, safety and security of peers; awareness of the needs of others eg cultural awareness; adherence to code of conduct

Success criteria: suitability of destination (for age group, learning opportunities, time of year, climate); accommodation; travel (to, from, within the destination); duration; visits; budget; personal expenditure; meeting aims and objectives; other eg availability of speakers; facilities available eg currency exchange, medical, shops, entertainment

Evaluation: personal, peer and tutor evaluations; personal strengths and weaknesses; areas for improvement; evaluation methods used eg own observations, interviews with participants (tutors and peers), questionnaires; feedback from other parties eg organisations visited, work experience supervisors, other guests

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 propose a study visit to meet aims and objectives, taking into account constraints and considerations [CT 1]	M1 explain how the proposal will meet the aims and objectives for the study visit, taking into account constraints and considerations	D1 evaluate the success of the study visit through the achievement of the aims and objectives and the analysis of the feedback, making recommendations for future visits.
P2 describe the reasons for and the process of risk assessment, completing a risk assessment for the proposed study visit [SM 4]	M2 explain how hazards and risks identified in the risk assessment will be minimised	
P3 make a positive contribution during planning, prior to and while on the residential study visit [SM 1, SM 2, SM 3]	M3 analyse own contribution and the results of the feedback to judge the success of the visit.	
P4 prepare different methods of gathering feedback, evaluating the success of the residential study visit [RL 1, RL 2, RL 3, RL 4].		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

The unit can be delivered during any part of the programme. The residential study visit should be for a minimum of two nights, and the destination can be within or outside the UK. If the destination is outside the UK this may be learners' first experience of travel overseas. It may also be the learners' first overnight experience without their family and, as such, additional support and guidance may be required both before and during the visit and in conjunction with parents/guardians.

The safety of learners is paramount and residential study visits must be undertaken within the requirements of educational policies and legal regulations regarding the safety of learners. If learners are working independently, a structure must be in place to ensure their personal safety and security. Detailed advance planning is essential to the success of the visit. Advice should be sought, where necessary, in respect of current obligations under the terms of the EU Package Travel Regulations.

Visits to tourism providers and guest speakers before and during the residential study visit will provide vocational and academic relevance and will enable learners to experience first hand the scope of products and services provided by the destination. It is recommended that the relevant organisations be contacted before the study visit with a view to providing speakers on site or arranging visits. In the lead up to the visit, a variety of resources could be used to add detail and background to the destination and to generate discussion.

It is important that learners understand the need for careful planning of a residential study visit and this starts with setting aims and objectives. The tutor could initiate a class discussion on the reasons why residential study visits take place and why they are an important part of the course. The tutor should ensure that all learners understand the difference between an aim and an objective (an aim states what one wants to achieve and an objective states how it will be achieved). Aims and objectives should be discussed as a group but should be presented individually with the learner's own explanation.

Proposing a possible residential study visit should involve learners in interesting research. The proposal does not have to be for the actual study visit itself as the destination may already have been decided and the itinerary planned by the tutor or a tour operator. A tutor-led group discussion on constraints and considerations would be a useful starting point. The group could then draw up a list of possible constraints and considerations. The proposal for a suitable residential study visit could form the basis of small-group work with delivery being in the form of a verbal presentation supported by visual aids.

Health, safety and security are critical to successful study visits, as they are to all tourism operations. Learners need to be made aware of the importance of health, safety and security to the traveller and why risk assessments must be completed for educational study visits.

This unit gives learners the opportunity to understand why risk assessments must be completed and what should be included. Learners will have the opportunity to produce their own risk assessment for the residential study visit. This could be based on the educational establishment's or local authority's own official documentation or learners could access these from the HSE website. Prior to this, learners could be divided into groups and each group given an element of the study visit to risk assess, eg the journey, activities, free time. Learners could identify the possible hazards and report back their findings to the rest of the group. This could lead to a whole-group discussion on the most appropriate means of reducing the risks.

It is important that learners contribute to the success of the study visit, both by participating positively in the planning stages and by behaving in an appropriate manner during the visit. Much of the planning may need to be carried out by the tutor but learners should be encouraged to participate. An ideal way to do this would be to involve learners in compiling a booklet to be distributed to all participants. The booklet could include information on various aspects of the visit, such as the route to be taken, attractions, history, where to buy souvenirs, where to eat, customs and culture. Learners could randomly be allocated a topic to research. The tutor could provide guidance as to reference sources such as tourist information centres or websites.

This unit requires learners to evaluate their contribution to the planning of the study visit and their participation in it. Tutors should emphasise the importance of projecting the correct image and showing a positive attitude. Learners should be made aware of the likely consequences of their actions such as not being punctual and not respecting the needs of others, for example guests, peers, tutors. Tutors should encourage a group discussion on appropriate behaviour which leads to the group devising a mutually agreed code of conduct. Learners could also agree appropriate ways of responding to those who break the code of conduct whilst participating in the study visit.

Learners are required to evaluate the study visit itself. To help learners with the evaluation process, it is recommended that tutors encourage them to formally record their expectations of different elements of the visit before departure. This will help learners to reflect on the visit on their return. Sub-headings would provide a framework for learners to focus on and could be used for the final evaluation, for example suitability of the destination, accommodation, excursions. Learners will need to know about different methods of evaluation, eg questionnaires, focus groups, one-to-one interviews. If learners select to use questionnaires to evaluate the success of the visit, then input on questionnaire design and how to analyse questionnaires will need to be provided.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the aim of study visits – videos of past visits, group discussions
Introduction to assignment tasks for P1
Tutor to facilitate discussions in relation to the possible aims and objectives for residential study visits
Learners to discuss and agree the aims and objectives appropriate for their residential study visit
Tutor observations of learners discussing how to develop a proposal
Aims and objectives
Proposing a destination/venue
Considerations to be taken into account
Constraints to be taken into account
Small group research on different destinations and venues using computers and contacting venues, coach companies etc to obtain prices and information
Discussions and agreement about the visit
Compiling an information file for assessment
Assignment 1: Our Residential Study Visit (P1, M1)
Feedback on assessment

Topic and suggested assignments/activities and/assessment

Tutor input on the need for and the process of risk assessment

Examination of a variety of risk assessments

Tutor observations of discussions to identify potential hazards for the proposed study visit

Compiling a report on the process of risk assessment, identifying potential hazards and how these will be minimised for assessment

Assignment 2: Risks and Hazards (P2, M2)

Feedback on assessment

Tutor observations of learners participating in the study visit

Compiling a log of own contribution during planning, prior to the visit and on the visit for assessment

Assignment 3: My Contribution to the Residential Study Visit (P3)

Feedback on assessment

Tutor input on methods of gathering feedback in order to judge the success of the study visit including questionnaire design and analysis

Small group research to select the most appropriate methods to assess own contribution and whether or not the visit was a success

Preparing different methods of gathering feedback for assessment

Feedback on assessment

Analysing feedback for own contribution and the results of the feedback from questionnaires, interviews etc to judge the success the visit

Compiling a report based on the analyses to judge the success of the visit for assessment

Assignment 4: Was the Residential Study Visit a Success? (M3)

Feedback on assessment

Group discussions – evaluating the success of the study visit through the achievement of the aims and objectives and the analysis of the feedback

Compiling a report (or presentation) to evaluate the success of the study visit and make recommendations for future visits for assessment

Assignment 4: Was the Residential Study Visit a Success? (D1)

Feedback on assessment and unit review

Assessment

A variety of assessment methods could be used, including presentations, practical activities and displays, as well as the more formal written assignment approach. It is recommended that more than one method is used to cater for the different learning styles within a group.

The assessment criteria can be grouped together to enable learners to expand on one criterion in order to gain higher grades. The links are as follows: P1 and M1; P2 and M2; P3, P4, M3 and D1. Note that P3 can be assessed separately. Note that D1 requires evidence from all other criteria to fully achieve the requirements of this criterion. Where possible learners should be encouraged and given the opportunity to meet the relevant higher grades at the same time as they attempt the appropriate pass criteria.

If some of the assessment evidence for this unit is generated through group work, learners should ensure that they each present their own evidence for assessment, demonstrating clearly where they have contributed to processes. Tutors should support this evidence with observation sheets where appropriate.

P1 – M1

For P1, aims and objectives are an important starting point for the planning of a study visit. These should be discussed in the group with tutor support. An example of a suitable aim might be 'to provide learning opportunities for the programme'. Learners must then include specific objectives which would help them achieve the aim(s). Aims and objectives should include all those listed in the content: educational, personal development, interaction with others and the final outcome, for example course work, experience. An example of a suitable objective could be 'to gather evidence about what attracts visitors to the venue'. The aim and the objective could be specific to a particular unit on the programme. After a full discussion, agreement must be reached as to which aims and objectives are the most appropriate and the most beneficial for the residential study visit.

For the proposal, learners are required to present their own individual suggestions for a residential study visit. These do not necessarily have to be for the actual visit itself but proposals presented could be taken into consideration by the tutor when planning future residential study visits. The destination should be suggested by the learners themselves. Assessment evidence must include a proposal addressing all items listed in the content (items separated by semi-colons) including a full itinerary and a summary of how the proposal has taken account of all constraints and considerations. Examples of considerations have been provided in the content and learners should include those relevant to their study visit. For constraints, learners must include examples covering financial, legal, distance, risk, legal implications as detailed in the content.

The assessment evidence could be presented as a study-visit information pack or as an oral presentation, accompanied by visual aids. Any oral presentation must be supported by additional evidence such as visual aids, rough notes and a comprehensive observation sheet completed by the assessor. Assessment must be on an individual basis. Questioning after the presentation can be used to confirm individual achievement.

For M1, learners should explain how their proposal will meet the aims and objectives and take account of constraints and considerations. This explanation will be an expansion of P1 and P2 where the learners will have stated the aims and objectives and outlined the constraints and considerations. The evidence for M1 will need to fully explain how the proposed study visit will meet the aims and objectives and how they have taken account of constraints and considerations. At this level, learners should present detailed evidence showing clear reasoning. It is expected that learners would explain why other destinations were rejected as being unsuitable.

P2 – M2

For P2, learners will be expected to show an understanding of the reasons why risk assessments have to be carried out before educational visits take place. Learners need to be able to differentiate between 'risks' and 'hazards' and show an understanding of the overall aim of a risk assessment. Learners would also be expected to show an awareness of problems that can arise if suitable controls are not put in place to reduce the risk. A risk assessment for the actual residential study visit must also be produced. In order to achieve this part of P3, official risk assessment documentation should be used. The completed risk assessment must include at least six potential hazards and their level of risk; the controls put in place to reduce each risk must be clearly identified. Evidence presented for assessment must include potential hazards relating to travel to, from and within the destination, activities to be undertaken during the visit and those hazards associated with free time.

For M2, learners should explain how identified hazards and risks in the risk assessment will be minimised. In the risk assessment, learners should have already identified these measures, but in this criterion, learners are required to explain how these will work and contribute positively to health and safety. For example learners could explain why checking that a coach company conforms to all appropriate legislation will help ensure that health and safety is maintained. There must be a clear explanation included as to why the specified controls have been chosen. This need not be on the form itself but must be included as part of the assessment evidence.

P3 – P4 – M3 – D1

To achieve P3, learners must contribute to the success of the study visit both by participating in the planning of the visit and by exhibiting positive behaviour during the visit. The extent to which learners can be involved in the actual planning of the visit will vary but tutors should ensure that each learner is involved in some aspect of the planning. This may take the form of planning excursions or researching different aspects of the destination. Learners could be given individual topics to research and evidence could be presented as a short article to be included in a residential study-visit booklet. Evidence could also be presented orally, either as a short presentation before the visit or during the visit, for example on the coach using the microphone. Before the visit learners should discuss and agree a group code of conduct. Positive participation during the visit must be evidenced using witness statements and tutor observation reports and these must include tutor assessments, self-assessment and peer assessments and where appropriate feedback from others eg work placement/shadowing supervisors. Assessment evidence must cover the essential content and include the learner's contribution to planning the visit, responsibilities undertaken before the visit and participation in the visit itself.

For P4, learners must select and prepare different methods of gathering feedback to evaluate the success of the study visit. Learners must ensure that feedback is gathered that covers all the success criteria items listed in the content. Learners will need to use methods of gathering feedback that will provide personal, peer and tutor evaluations, identification of personal strengths and weaknesses and areas for improvement. Any number of methods can be used including own observations, recorded interviews with tutors and peers using audio and/or video recordings and/or written records. Questionnaires can be used with tutors and peers to provide responses that can be analysed to support evaluations. The selection and preparation of the methods to be used to gather the feedback must be completed before the visit. During or after the visit the feedback methods will be used and the responses gathered in order to evaluate the visit. Evidence for P4 will be the selection and preparation of the methods and the actual feedback gathered in readiness for analysis (M3) and evaluation (D1).

To achieve M3, learners must use the feedback and responses from peers and tutors to analyse their own contribution and then make judgements about the success of the visit based on the responses and feedback from participants including peers and tutors. These judgements must be based on whether the success criteria have been achieved. For example, did the responses and feedback relating to the learning opportunities provided at the destination meet the aims and objectives; was the distance to the destination and the mode of transport used suitable and appropriate; was the accommodation suitable in terms of facilities and location. A minimum of two methods must be used to gather evidence, for example a questionnaire, interviews with tutors and peers. If questionnaires are used the responses must be analysed and the results clearly presented, for example through tables, bar charts.

To achieve D1, learners must provide a detailed, coherent evaluation of the study visit, taking into consideration the proposal, the aims and objectives, the process of risk assessment, own contribution and the contribution of others, the methods of gathering the evidence, the analysis of the feedback and responses together with recommendations for future visits. These must be justified and realistic and based on evidence presented for P3, P4 and M3. Recommendations might include reference to the destination, the accommodation, the excursions, the distance travelled and the learning opportunities. P3, P4, M3 and D1 could easily be combined in a written report, with appendices, for example completed questionnaires and notes of personal observations. D1 is an evaluation of all tasks undertaken to achieve all the learning outcomes for the unit, ie all the pass criteria. The evidence for D1 should contain reference to P1, P2, P3 and P4 and be a progression from M1, M2 and M3.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Assignment 1: Our Residential Study Visit	You will be organising a study visit for your group and must firstly agree the aims and objectives and then propose a residential study visit	Tutor observation records Information file for the proposed visit
P2, M2	Assignment 2: Risks and Hazards	In organising the residential study visit you must ensure the safety of the group on the visit	Tutor observation of discussions about reasons for and the process of risk assessment and the identification of potential hazards for the visit Report detailing reasons for and the process and explaining how hazards and risks will be minimised
P3	Assignment 3: My Contribution to the Residential Study Visit	While organising the residential study visit you must log your contribution during planning, prior to and on the study visit	Detailed log of own contributions
P4, M3 and D1	Assignment 4: Was the Residential Study Visit a Success?	In order to judge the success of the visit you must select and prepare methods to gather feedback from tutors, peers and others while on the study visit and after the visit You must take into consideration your own contribution and analyse all the feedback to make a judgement and make recommendations for future visits	Evidence of the selection and preparation of the different methods utilised to gather feedback in order to evaluate the success of the visit (P4) A written analysis of own contribution together with a written analysis of the feedback gathered (M3) A written evaluation of the success of the study visit from planning through to completion through the achievement of the aims and objectives and the analysis of the feedback A report (or presentation) making recommendations for future visits (D1)

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Travel and Tourism sector suite. This unit has particular links with:

Level 1	Level 2	Level 3
Planning and Participating in a Trip to a Visitor Attraction	Organising a Travel and Tourism Study Visit – this unit can be taken in the Level 3 programme for those learners unable to participate in a residential study visit.	Investigating the Travel and Tourism Sector The UK as a Destination Preparing for Employment in Travel and Tourism European Destinations Long-haul Travel Destinations Work Experience in the Travel and Tourism Sector Researching Current Issues in Travel and Tourism (L4)

Essential resources

For this unit learners need access to the internet and access to published material such as the travel trade press, newspapers and textbooks. Centres will need to finance the residential study visit either through funding and/or by learner contributions. There will need to be a suitable tutor/learner ratio for supervising the residential visit. The centre will need to follow strict guidelines provided by the centre or the local authority.

Employer engagement and vocational contexts

The residential will include visits to one or more organisations and it would be beneficial for links to be formed prior to the visit. Links can also be formed with the transport and accommodation providers in order to meet curriculum requirements.

This unit links to the following NOS in Travel and Tourism:

- TT07 Make sure your own actions reduce risks to health and safety (ENTO unit HSS1).

Indicative reading for learners

Textbooks

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 1* (Pearson 2010) ISBN 9781846907272

Dale G – *BTEC Level 3 National Travel and Tourism Student Book 2* (Pearson 2010) ISBN 9781846907289

Dale G, Kelly M, King C and Jefferies M – *BTEC Level 3 National Travel and Tourism Teaching Resource Pack* (Pearson 2010) ISBN 9781846907296

Holloway C – *The Business of Tourism* (FT Prentice Hall, 2006) ISBN 0273701614

James E, Thirlaway J and Woodhouse U – *BTEC National in Travel and Tourism* (Hodder Education, 2007) ISBN 9780340945735

Newspapers and Journals

Travel Trade Gazette

Travel Weekly

Websites

Health and Safety:

Educating Adventures

www.EducatingAdventures.com

Examples of some school/college group tour operators:

Health and Safety Executive

www.hsegov.uk

Interski

www.interski.co.uk

The Group Tour Operator

www.thetraveladventure.co.uk

Travelling Together

www.travellingtogether.co.uk

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	proposing a study visit to meet aims and objectives, taking into account constraints and considerations [CT 1]
Reflective learners	preparing different methods of gathering feedback, evaluating the success of the residential study visit [RL 1, RL 2, RL 3, RL 4]
Self-managers	making a positive contribution during planning, prior to and while on the residential study visit [SM 1, SM 2, SM 3] describing the reasons for and the process of risk assessment, completing a risk assessment for the proposed study visit [SM 4]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Effective participators	participating in a study visit, reflecting on its success and identifying potential improvements

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	developing ideas for a residential study visit
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	planning a residential study visit
Manage information storage to enable efficient retrieval	developing ideas for a residential study visit
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	developing ideas for a residential study visit
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	planning a residential study visit
Bring together information to suit content and purpose	planning a residential study visit
Present information in ways that are fit for purpose and audience	planning a residential study visit
Evaluate the selection and use of ICT tools and facilities used to present information	planning a residential study visit
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	Planning a residential study visit

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	planning and participating in a residential study visit
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	planning a residential study visit
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	planning a residential study visit