

Unit 25: Working as a Children's Representative in Travel and Tourism

Unit code:	D/600/9687
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The unit enables learners to gain knowledge of the role of the children's representative within the children's club and, in particular, their responsibilities in relation to health, safety and security. The unit enables learners to develop their skills to plan a programme of activities for different age ranges and to assist in a children's group activity.

● Unit introduction

For many families, having enough activities for children to do while on holiday is a very important part of the trip, and often one of the most important considerations when selecting and booking a holiday. With this in mind, many tour operators and holiday centres see the provision of 'kids clubs' as an essential part of their service, not simply an add-on. As with anything in the service industry, kids clubs are only as good as the people that run them; every year tour operators run recruitment campaigns seeking out those with the right skills, qualifications and qualities to work as children's representatives within children's clubs both overseas and in the UK.

The unit explores the different types of children's representatives working within the travel and tourism sector and their entry requirements for employment. It examines the role of the children's representative in general terms and in relation to the needs of children. The unit examines more closely the duties and responsibilities of the children's representative in relation to the health, safety and security of children within the children's club environment and while participating in activities.

Learners will have the opportunity to develop programmes of activities suitable for children and young people of different ages in a variety of settings. They will examine the aims of such programmes and the need to take into account a wide range of considerations when planning their activities. Learners will also have the opportunity to assist with a children's group activity to demonstrate their skills in this area. In doing this, learners will show that they are able to manage groups of children, manage their environment, communicate effectively and evaluate the success of the activity.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the role of the children's representative within the children's club
- 2 Know the duties and responsibilities relating to the health, safety and security of children participating in activities in and around the children's club and off site
- 3 Be able to plan a programme of activities for children
- 4 Be able to assist with a children's group activity.

Unit content

1 Know the role of the children's representative within the children's club

Different types of children's representatives: working for different types of tour operators eg summer sun, camping, winter sports, cruising; in different locations UK and overseas eg campsite, hotel, cruise ship, ski resorts, holiday villages, holiday parks; working with different ages eg pre-school, mixed ages, young and older teens; job titles eg Kiddie Rep, Teen Rep, Children's Courier

Entry requirements: skills; qualifications; age; personal qualities; experience; CRB clearance

Role: to plan, organise and manage activities for a range of children's ages; to ensure the health, safety and security of children within the club environment and during activities; to manage conflict and behaviour; to provide a welcome; to promote the club and facilities; to maintain the club environment and the club's resources; other eg overseeing early dinners, baby-sitting

Role – responding to children's needs: basic needs eg hunger, thirst; safety needs eg security, protection; social needs eg belonging, self-esteem, inclusion; specific needs eg allergies, sun protection; health needs eg asthma, eczema, diabetes; mobility needs eg wheel-chair, walking difficulties; sensory needs eg deaf, blind

2 Know the duties and responsibilities relating to the health, safety and security of children participating in activities in and around the children's club and off site

Work within the Legal framework: Children Act; Health and Safety at Work; Package Travel Regulations 1992; other regulations eg COSHH (Control of Substances Hazardous to Health), Toys Safety Regulations 1995

Adhere to codes of practice: Every Child Matters; tour operator codes of practice; FTO guidelines for Children's Clubs

Activities: passive eg board games, quizzes, stories, singing; active eg ball games; location eg in the club, around the club, off-site

Duties and responsibilities – safety: identifying potential risks in and around the children's club eg play equipment, hazardous substances, electricity, windows, patio doors, lifts, swimming pools, unclean play environment, drinking water, insects, weather; fire safety (equipment, knowledge of procedures); off-site considerations eg road safety, beach, sea, rivers, security of children.

Duties and responsibilities – health: recognising symptoms of common childhood illnesses; club regulations regarding attendance eg infectious diseases; first aid equipment; benefits of having first aid qualification; having up to date medical contact details; policies regarding administering medicines; cleanliness and tidiness of play environment; personal hygiene routines for children and representatives

Duties and responsibilities – security and personal welfare: registration forms; consent forms; maintaining attendance lists; booking in/out procedures; collecting children; ground rules for on- and off-site activities; controlling numbers; parental/carer contact details; caring for uncollected children

Duties and responsibilities – minimising risks: safety checks (in and around the children's club, equipment); identifying risks and completing risk assessments (for the children's club and off-site); fire safety training; adhering to legislation, regulations and codes of practice; following procedures eg infectious diseases, administering medicines, hygiene, parental/carer contact details, collecting children, uncollected children, issuing wristbands; completing documentation eg registration forms, recording incidents, accident forms

3 Be able to plan a programme of activities for children

Age ranges: differing ranges for different organisations eg Euro-camp (0 — 35 months, 3 — 5 years, 6 — 8 years, 10 — 12 years, 13+ years), First Choice (0 — 35 months, 3 — 8 years, 9 — 15 years), Mark Warner 1 — 2 years, 3 — 5 years, 6 — 9 years, 10 — 13 years, 14 — 17 years)

Stages of development: expected pattern of development; definition of areas of development (physical, intellectual, social, emotional, language, behaviour)

Types of activities: free and structured play; creative play eg painting, music, clay, 3D modelling; construction play eg building blocks, jigsaws; imaginative play eg role play, drama, themed; speaking and listening eg story-telling, songs, poems and rhymes; physical play eg ball games, swimming, parachute; outdoor activities eg raft building, canoeing, hiking, pony trekking; other eg trips; activities for older children eg paintballing, pizza evenings, beach parties,

Programme aims: making it interesting and fun; appropriate to age range; keeping children happy and motivated eg sense of achievement, making new friends, acquiring new skills

Planning considerations: children's development stage; children's needs; inclusion; resources eg equipment, cost, adult:child ratio, time available, weather; health safety and security; primary carer consent; variety, interest and fun; duration of programme eg weekly, fortnightly; number of sessions eg three sessions daily

Programme of activities: aims and objectives; preparation (resources required, risk assessment); information for parent/guardian/primary carer eg clothes to wear, collection policy; location; start and finish times; appropriate activities to meet children's needs; variety of activities; alternative programme/activities eg poor weather, change of location

4 Be able to assist with a children's group activity

Planning and preparation: effective contribution to planning and preparation eg ensuring a safe and clean environment for the activity, organising necessary resources for the activity, booking outside venues, arranging transport; preparing to follow health and safety procedures (risk assessment, fire and evacuation, accident and incident); special considerations eg children with specific mobility needs, children with specific medical needs

Assisting: with group management; using effective communication skills (verbal, non-verbal, listening); using observation skills; intervening eg helping children resolve conflict, managing behaviour, helping children to participate successfully in activity; awareness of health and safety during the activity eg ongoing risk assessment of the activity, reducing risks during activity, awareness of immediate and wider environment; utilising protection procedures when handling body fluids eg toileting, sickness; helping to clear away after activity; following health and safety procedures eg fire and evacuation, accident and incident.

Documentation: eg attendance register, accident recording book, accident forms, planning records, consent forms

Evaluating the activity: factors affecting success eg location, resources, weather, numbers, behaviour, time management, incidents and accidents; areas of evaluation eg activity planning; own performance (use of resources, suitability of activities chosen, children's behaviour, children's participation levels and enjoyment); sources of feedback eg own observation, peer observation, feedback from children, feedback from primary carer

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:
<p>P1 outline the different types of children's representatives and the entry requirements into employment</p> <p>P2 describe the role of a children's representative within the children's club</p> <p>P3 describe the duties and responsibilities relating to the health, safety and security of children participating in activities in and around the children's club and off site</p>	<p>M1 compare the role of two different types of children's representatives including their duties and responsibilities in relation to health, safety and security of children</p>	<p>D1 analyse the consequences of not adhering to legislation, regulations, codes of practice and set procedures for the children's representative, for the children, for the parents/carers and for the organisation</p>
<p>P4 plan a one week programme of activities for two different age ranges of children, taking account of planning considerations and meeting programme aims [CT 1]</p>	<p>M2 explain how a planned programme of activities has addressed the planning considerations and will meet the programme aims</p>	
<p>P5 assist with, and evaluate a children's group activity [RL 1, EP 1, EP 2, EP 3, EP 4].</p>	<p>M3 demonstrate highly effective communication, group management and evaluation skills when assisting with a children's group activity.</p>	<p>D2 evaluate own performance and the overall success of the activity for the children and the organisation.</p>

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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

It is the centre's responsibility to ensure that learners are not left unsupervised at any time when working with children and that CRB checks are in place.

This unit gives learners an overview of the stages of child development. When working with children in a children's club, this will help them to plan and carry out a programme of activities.

In order to gain an understanding of how children interrelate and play, it is recommended that learners have an early opportunity to observe children of all ages engaged in play activities. This could be in the form of a visit to a facility that offers play or child care provision, such as a school, an after-school club or a youth club.

Initially, learners should develop an understanding of the various stages of child development and their significance in terms of planning for children's play activities. This is a broad and diverse topic area, so care should be taken to ensure that learners are aware of all the key information without being over-burdened with too much knowledge and depth. Learners must develop an understanding of the codes of practice and the legal framework in which children's work is based. Learners should be encouraged to gain a broad understanding of the principal codes of practice and regulations, eg adult:child ratios stated within the Children Act.

Learners should build an understanding of play by putting together their own programmes of activities for children in holiday settings. They should start by considering the aims and objectives of activities and then build programmes for a variety of ages, incorporating a diverse range of activities. Learners should understand the need to plan programmes with a variety of activities in manageable parts to motivate children. Learners should develop an understanding of planning considerations through practical experience in order to ensure that planned programmes are viable. The way this unit is delivered should enable learners to undertake research and discuss all kinds of activities and programmes for all ages. Collation of ideas, for example play activities and resources, can be achieved through group discussions and brainstorming sessions. Knowledge of a range of tour operator activity programmes would be useful, plus a knowledge of the types of resources available in a range of children's clubs. It should be noted that the larger tour operators pre-plan the activity programmes for the different age ranges and resources and publicity materials are made available for the planned programmes negating the necessity for children's representatives to plan their own. It is important, therefore, that tutors gain access to the different types of activity programmes being utilised by tour operators to ensure learners are familiar with a number of activities that they may be delivering. It will be most beneficial to their future employment if they are confident with these activities.

It is recommended that lots of practical sessions allowing learners to put the activities into practice in real situations are facilitated. Practical sessions will give learners opportunities to develop the skills essential to the sector, to evaluate their performances and learn from their experiences. Real situations will be particularly beneficial to learners and will provide hands-on experience for the role. In order to prepare learners for assessment of assisting with a practical activity, learners could carry out a work placement in a children's play setting. This would give them a real insight into some of the practical considerations when organising and running a play session. Learners may find it beneficial to work in groups as they are developing confidence and skills to manage groups of children. It is recommended that the practical sessions are with children in an out of school club or holiday scheme setting to reflect the environment of a typical children's club.

In developing an understanding of the factors that affect the success of children's development activities, learners should be exposed to other sessions being run by professionals (eg tutors, youth workers, children's representatives) and by their peers. In looking at the effectiveness of other sessions, learners will build up a critical awareness of the success factors and be able to make appropriate judgements on the success of activities and, therefore, develop their own evaluation skills.

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
Discussion about the different types of children's representatives
Discussion about the different types of children's clubs
Activities to research a range of children's representatives and the age ranges of children's clubs within different tour operators using brochures and tour operator web-sites
Compare the different age ranges and discuss the advantages and disadvantages of the different ranges
Classroom research into the role of the children's representative and the entry requirements for employment, eg qualifications, experience, age, CRB clearance
Class activities to identify the role
Visiting speakers who have worked as children's representatives, ideally two different types, eg in a resort, on a campsite.
Class discussion – the needs of children within a children's club
Observations of children participating in activities, eg playschool, after-school club, holiday play scheme, Rainbows, Beavers
Follow up – identification of role of activity organiser and identification of children's needs and responses to needs
The legal framework: identification of the different acts and regulations including Children Act; Health and Safety at Work; Package Travel Regulations 1992; other regulations, eg COSHH (Control of Substances Hazardous to Health), Toys Safety Regulations 1995
Codes of Practice: examination of Every Child Matters; at least one tour operator's code of practice; FTO guidelines for Children's Clubs – using websites.
Class discussion about the different types of activities organised in and around the children's club and off site, including passive and active activities
Group work to identify the type of activities and their location
Duties and responsibilities – safety: Group work – identifying the potential risks in and around the children's club and when taking children off site
Different groups to investigate different locations, eg children's clubs in hotels (inside and outside), on campsites, in ski resorts
Duties and responsibilities – health: group work – recognising symptoms of common childhood illnesses and what to do
Duties and responsibilities – security and personal welfare – examination of documentation and discussion about club rules
Group activity: Provide each group with three scenarios (safety, health, security) and ask them to discuss the situations and report back on how they would deal with each one
Preparation for assessment
Assignment 1: Working as a Children's Representative in the Children's Club (P1, P2, P3, M1, D1)
Feedback on assessment

Topic and suggested assignments/activities and/assessment

Group activity: identify the different types of clubs, names of clubs and age ranges using tour operator brochures and websites

Discuss the stages of development – observe children at play

Working in groups, plan and participate in different types of play: creative play – make masks, models; imaginative play – make costumes, design settings for drama and for themes; select and practice stories, poems and rhymes; construction play – build, do jigsaws; physical play – ball games, parachute; outdoor activities – raft building, canoeing

Examine the programmes of activities of different tour operators

Identify the elements that are fun, interesting and appropriate to age range

Through discussion recognise the need to keep children happy and motivated

Discuss the planning considerations in different children's club locations, eg campsites, in hotels, in ski resorts

In groups discuss the key elements of planning a programme of activities including: aims and objectives; preparation; information for parents/guardians/primary carers; location; start and finish times; activities to meet children's needs; variety of activities; alternative programme/activities, eg poor weather, change of location

Preparation for assessment

Assignment 2: Planning a Programme of Activities (P4, M2)

Feedback on assessment

Group discussion about assisting with a children's group activity

Planning and preparation

Organisation for tutor to observe

Preparing observation sheets/witness statements for supervisors and parents

Preparation for assessment

Assignment 3: Doing the Job! (P5, M3, D2)

Feedback on assessment and unit review

Assessment

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, P2, P3, M1 and D1; P4 and M2; P5, M3 and D2. 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.

P1 – P2 – P3 – M1 – D1

To achieve P1, learners must outline the different types of children's representatives covering the items listed in the content, ie the different types of tour operator, the working locations and working with different ages. Learners should also outline the entry requirements for working as a children's representative. These can be general across the sector, ie not specific to each different type of representative. The evidence can be presented in written format, eg information sheets, posters or as part of a verbal presentation. Learners can work in groups but evidence must be submitted individually to cover the full range.

To achieve P2, learners should select one type of children's representative and describe the role they undertake, ensuring that all items of range for role and for responding to children's needs are described. Learners can choose to describe a specific type of children's representative for a specific tour operator, eg a Thomas Cook children's representative working on the summer sun programme or working for a specific age range, eg Eurocamp Base Club. Care must be taken to ensure that learners write up the role in their own words but they can include correctly referenced extracts from brochures and job descriptions to support their descriptions. The descriptions can be in written format, eg information file, poster, or as a verbal presentation supported by slides, notes, handouts etc.

For P3, learners should describe the duties and responsibilities undertaken by children's representatives in ensuring the health, safety and security of the children while participating in activities in and around the children's club and off-site. Learners should summarise the key parts of the legislation, regulations and codes of practice as listed in the content pertinent to the role of the children's representative. Evidence for the duties and responsibilities can be in general terms, providing examples from across the industry, or can be described for a particular type of representative, eg a Thomson Children's Representative working in a ski resort. Learners must ensure they have covered all items listed in the content. The evidence could be presented as a 'A Week in the Life of a Children's Rep' written clearly in learners' own words and making sure all prescribed content has been addressed for health, safety, security and personal welfare, and minimising risks. This could also be linked with the evidence for P2.

For M1, learners should demonstrate their understanding of P1, P2 and P3 by comparing the role of two different types of children's representatives including the duties and responsibilities in relation to health, safety and security of children while participating in activities in and around the children's club and off-site. The comparison can be in general terms or for two specific types of children's representatives working for specific organisations, eg Cosmos Holidays, Holiday Break. Learners are not required to present the same depth of evidence as for P2 and P3 but to focus on a comparison of the roles.

To achieve D1, learners will need to demonstrate a thorough understanding of the role of the children's representative and in particular the duties and responsibilities of the children's representative in relation to the health, safety and security of children in their care. To demonstrate this understanding, learners are required to analyse the consequences of not adhering to legislation, regulations, codes of practice and set procedures. They should analyse the consequences for the children's representative, for the children themselves, for the parents/carers and for the organisation. For example, explaining the potential consequences of not following tour operator guidelines for the collection of children from the Club.

P4 – M2

For P4, the programmes should be in a holiday context that is either UK or overseas-based, for example a UK purpose built holiday centre or within a children's club in an overseas resort. Learners must produce a one week programme of three sessions daily for two different age ranges of children that will enable coverage of all the prescribed content across the two programmes. Through the programmes learners should demonstrate their ability to select a range of activities that are appropriate for the age ranges selected and include the full range of types of activities listed in the content across the two programmes, ie not for each programme. Evidence for the programmes can be a timetable/schedule for display listing the activities that are happening in the morning, the afternoon and the evening and providing brief details of each activity. Learners should provide supplementary evidence to support their programmes of activities to ensure coverage of all items listed in the content, ie listing the programme aims, identifying the planning considerations, identifying stages of development.

To achieve M2, learners will need to explain how one of their planned programmes has taken into account planning considerations and how the programme will meet the programme aims. It is expected that all items listed in the content under programme aims and planning considerations will be explained and because health and safety is of paramount importance it is expected that learners will explain how they will keep the children healthy, safe and secure during the programme. This explanation is for one of the programmes only, and will need to be detailed and thorough.

P5 – M3 – D2

For P5, learners should assist in the planning and preparation of a children's group activity. They should then assist with the implementation of the children's group activity. In order to ensure children are adequately supervised, it will be necessary for other learners or adults to participate in the session, but the learner being assessed should be the principal leader of the session. The group should include no fewer than five children and last for not less than one hour. For practical reasons, it is likely that the activity will not take place in a holiday setting. Learners' evidence could include an observation sheet signed by the assessor which details how the learner has met the criteria for assisting with the children's group activity as detailed in the content. A witness testimony could also be used as further evidence if a supervisor or other appropriate person has observed the activity session. Documentation utilised prior to and during the activity should be submitted as evidence. An evaluation of the success of the activity covering all the items listed in the content should also be submitted as evidence for P5.

For M3, learners should demonstrate highly effectively communication skills and group management skills to motivate and work with a group of children and deal with most issues in a positive and confident manner. The outcome should be a successful session.

For D2, learners should evaluate their own performance and the overall success of the activity for both the children and the organisation. In evaluating their own performance, learners should identify and explain their strengths and weaknesses, areas they found difficult to cope with or manage and those they enjoyed the most. Appropriate sources of feedback should be used, eg from tutors, supervisors, parents. Learners should not rely solely on their own observations of the session. To evaluate the overall success of the activity, learners should take into consideration their own performance, the planning process, use of resources, suitability of activities chosen, children's behaviour, children's participation levels and enjoyment.

Simulation or role play is not suitable for assessment for P4, M2 and D1 and the activity must involve children from one of the age ranges given.

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, P2, P3 M1, D1	Assignment 1: Working as a Children's Representative within the Children's Club	You have been asked to give a careers talk, prepare some information sheets and write an article about the role, the duties and responsibilities of the Children's Representative within a Children's Club	Presentation – The Role of the Children's Representative P1, P2 Information Pack – Duties and responsibilities in relation to health, safety and security P3 Compare the role and the duties and responsibilities of the Children's Representative within the presentation or separately M1 Article – analysing the consequences of not adhering to legislation, regulations, codes of practice and set procedures for the children's representative, for the children, for the parents/carers and for the organisation

Criteria covered	Assignment title	Scenario	Assessment method
P4, M2	Assignment 2: Planning a Programme of Activities	You have just been employed as a Children's Representative and as part of your training you have to plan a one-week programme of activities for two different age ranges and explain how these programmes address planning considerations and meet programme aims	Two one-week programmes of activities P4 Report – explanation of how the programmes address planning considerations and meet programme aims M2
P5, M3, D2	Assignment 3: Doing the Job!	Working as a new Children's Representative, you are to assist with a Children's Group Activity and evaluate the success of the activity	Observation sheets from tutors and feedback from supervisors and parents P5, M3 Report – self-evaluation of own performance and the session D2

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 2	Level 3
Interpersonal Skills for Holiday Representatives	Preparing for Employment in Travel and Tourism
	Tour Operations
	Working as a Holiday Representative
	Entertainment for Holidaymakers

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.

Employer engagement and vocational contexts

It is essential that learners are able to observe children at play and also assist with a children's group activity, and links with playgroups, schools, out-of-school clubs, rainbows, beavers and youth groups should be established. It is also beneficial to make links with tour operators, who employ children's representatives, in order to gain up-to-date information about the operation of the children's clubs and the programmes of activities being utilised. Visits from tour operators to provide talks and information about jobs within the UK and overseas would be beneficial and links could lead towards learners applying for positions as children's representatives.

Indicative reading for learners

Textbooks

Kettman S – *The 2,000 Best Games and Activities: The Ultimate Guide to Raising Smart Successful Kids* (Sourcebooks Inc, 2004) ISBN 140220194X

Lee A – *Childminder's Guide to Play and Activities* (Continuum International Publishing Group Limited, 2007) ISBN 0826494641

Morris K and Dowson A – *Fun and Games: 100 Sport-Related Activities for Ages 5–16* (Human Kinetics Europe Limited, 2004) ISBN 0736054383

Wise D – *Great Big Book of Children's Games: Over 450 Indoor and Outdoor Games for Kids* (McGraw-Hill Professional, 2003) ISBN 0071422463

Journals

The Travel Trade Gazette

Travel Weekly

Websites

www.are-you-thomas-cook.co.uk/kidsworld_reps.html

www.holidaybreakjobs.com

www.kidsworld.com/article/4692-working-on-a-cruise-ship

www.thomson.co.uk/jobs/overseas-travel-jobs/childcare-and-entertainment.html Thomson

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	planning activities for children [CT 1]
Reflective learners	assisting with, and evaluating a children's group activity [RL 1]
Effective participators	assisting with, and evaluating a children's group activity [EP 1, EP 2, EP 3, EP 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 ...
Team workers	assisting with a children's activity
Self-managers	managing the assessment of the unit

● Functional Skills — Level 2

Skill	When learners are ...
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. 	recording information for the assessment of the unit
Bring together information to suit content and purpose	recording information for the assessment of the unit
Present information in ways that are fit for purpose and audience	recording information for the assessment of the unit
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the children's activity
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively	recording information for the assessment of the unit