

**Unit Title:** Assist with the transfer of individuals, who misuse substances, between agencies and services

Unit sector reference: ASM 15

Level: 3

Credit value: 1

Guided learning hours: 6

Unit accreditation number: D/601/0676

### Unit purpose and aim

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This unit is aimed at those who make arrangements to transfer individuals between agencies and services; it includes circumstances where someone may be referred either into or out of a service as well as circumstances where someone is referred within an agency.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand how legislation and organisational policies impact on the transfer of individuals between agencies and service	1.1 List legislation that impacts on arrangements for referring or transferring individuals between services 1.2 Identify how organisational policies influence transfer arrangements.	
2 Apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another	2.1 Obtain and utilise the necessary information about transfer arrangements 2.2 Describe what information should be provided to meet the needs of individuals and others 2.3 Prepare an individual for transfer in accordance with agency and service procedures 2.4 Describe the roles and responsibilities of those involved in the transfer 2.5 Identify the agencies requirements for support and monitoring of individuals 2.6 Complete accurate records, store them as	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>required and in accordance with confidentiality policies</p> <p>2.7 Plan arrangements necessary in order to monitor and review the individual's adjustment to change.</p>	
<p>3 Respect the rights of the individual and value diversity</p>	<p>3.1 Identify the support and assistance which individuals will need to help them make the transfer</p> <p>3.2 Show how an individuals culture and gender influence practice in preparing them for and supervising transfer arrangements</p> <p>3.3 Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer</p> <p>3.4 Demonstrate how individuals and relevant people can be encouraged to seek information and express their views during the process of preparing for a transfer.</p>	
<p>4 Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred</p>	<p>4.1 Explain the arrangements and reasons for a transfer clearly to individuals and others who might be involved</p> <p>4.2 Provide clear and accurate information about the support that will be provided and how people should seek further support should they need it</p> <p>4.3 Demonstrate how to provide support to individuals including situations where they may be distressed, Anxious or angry</p> <p>4.4 Identify any disagreements that arise and negotiate with those involved</p>	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	4.5 Demonstrate how communication should be adapted to meet the needs of individuals and the requirements of different agencies.	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

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.

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.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Evidence requirements

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### **Evidence Requirements for this unit:**

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

### **Special Considerations:**

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

### **Required sources of performance and knowledge evidence:**

**Observation and/or Expert Witness Testimony** is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

## Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg Case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be eg outline the roles and responsibilities of those involved in the transfer.
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application eg describe the legislation and organisation requirements relating to the transfer of individuals between services.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit eg describe how an individual's culture and gender influence practice in preparing them for and supervising transfer arrangements.
- **Witness Testimony**  
Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

## Unit Guidance

The evidence for this unit is likely to come from:

- a the observation of the candidate completing in transferring an individual to another agency or service.
- b case records and care plans, and
- c the candidate's explanation of their work with an individual and other staff recorded either through professional discussion or a reflective account.

## Guidance on assessment and evidence requirements

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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.

## National Occupational Standards (NOS) mapping/signposting

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This unit relates directly to the Skills for Health/DANOS national occupational standard:

AG3 Assist with the transfer of individuals between agencies and services

The Unit also appears in the Health and Social Care Standards HSC386.

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

**Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>**

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

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.