

<b>Unit Title:</b>	<b>Lead the management of transitions</b>
Sector unit number	O4
Level:	5
Credit value:	4
Guided learning hours:	29
Unit Reference Number:	F/602/2853

## Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support workers engaging with individuals who are experiencing transitions and changes.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the impact of change and transitions on the well being of individuals</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain ways in which transitions and significant life events affect individuals' well being</p> <p>1.2 Analyse how theories on change inform approaches to the management of transitions.</p> <p>1.3 Explain the concept of resilience in relation to transitions and significant life events</p> <p>1.4 Analyse the <b>factors</b> that affect individuals' ability to manage transitions and changes</p>	<p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• Positive/negative identity and self esteem</li> <li>• Stable/unstable relationships and networks</li> <li>• Secure/insecure attachments</li> <li>• Experience of discrimination/social exclusion</li> <li>• Experience of abuse or harm</li> </ul>
<p>2 Be able to lead and manage provision that supports workers to manage transitions and significant life events</p>	<p>2.1 Explain how solution focused practice is used to support the management of transitions.</p> <p>2.2 Promote a culture that supports and encourages individuals to explore challenges.</p> <p>2.3 Support workers to encourage individuals to identify their own strengths and abilities.</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Workers/Practitioners</li> <li>• Carers</li> <li>• Significant others</li> <li>• Other professionals</li> <li>• People who use services</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
	2.4 Support workers to engage with individuals and <b>others</b> to identify outcomes and targets that build on their strengths and abilities. 2.5 Ensure workers support individuals to implement plans to meet identified outcomes and targets 2.6 Enable workers to identify any <b>additional support</b> they may require to support individuals through transition and change	<b>Additional support</b> may include: <ul style="list-style-type: none"> <li>• training</li> <li>• emotional support</li> </ul> support to manage tensions and dilemmas

## Assessment

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

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.

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.

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

## 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.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

## 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).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.