

**Unit Title:** Principles for leading the transition of young people with complex disabilities or conditions to adult services

OCR unit number: 21

Sector unit number: RCC 5.19

Level: 4

Credit value: 3

Guided learning hours: 24

Unit reference number: A/506/7568

### Unit aim and purpose

This unit provides the knowledge and understanding required for leading the transition of young people with complex disabilities or conditions to adult services.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the statutory and legal frameworks that apply to young people making the transition to adult services</p> <p>1.2 Summarise legislation that affects the rights of young people with <b>complex disabilities or conditions</b> to make decisions about their lives</p> <p>1.3 Evaluate how theories of change management can be applied to support the transition to adult services</p>	<p><b>Complex disabilities or conditions</b> may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment</p>
<p>2 Understand the impact of complex disabilities or conditions on the transition into adulthood</p>	<p>2.1 Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families</p> <p>2.2 Analyse <b>factors</b> that affect a young person's capacity 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               <ul style="list-style-type: none"> <li>• Cognitive capacity</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
	2.3 Explain how <b>cultural</b> considerations can impact on the process of moving from childhood into adulthood	<b>Cultural:</b> the ideas, customs and social behaviours of a particular society or community
3 Understand adult care provision	<p>3.1 Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services</p> <p>3.2 Identify funding sources, eligibility criteria and application processes for each</p> <p>3.3 Evaluate how personal budgets support the transition to adult services</p>	
4 Understand how to work with others to support young people making the transition to adult services	<p>4.1 Describe knowledge, skills and attitudes required by team members to support the transition process</p> <p>4.2 Analyse the role and contribution of family members in the transition process</p> <p>4.3 Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services</p> <p>4.4 Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition</p>	
5 Understand person centred support for transition to adult services	5.1 Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and	

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	<p>perceptions about the transition to adult services</p> <p>5.2 Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount</p> <p>5.3 Describe processes needed to secure <b>additional support</b> to meet the individual requirements of young people</p> <p>5.4 Describe how to challenge poor practice in transition support in ways that stimulate improvement</p>	<p><b>Additional support</b> may include:</p> <ul style="list-style-type: none"> <li>• training in practical skills</li> <li>• emotional support</li> <li>• support to manage tensions and dilemmas</li> </ul>
<p>6 Understand how to review support in relation to young people making the transition to adult services</p>	<p>6.1 Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition</p> <p>6.2 Describe ways to evaluate the balance- achieved between the interests of young people, risks and legal requirements during transition</p> <p>6.3 Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services</p>	

## Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. 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.

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. 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 SCDLMCB3.

## Functional skills signposting

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

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

## Additional information

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We do 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.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on our website [www.ocr.org.uk](http://www.ocr.org.uk).