

Unit Title:	Support individuals during a period of change
Unit sector reference:	HSC 3033
Level:	3
Credit value:	4
Guided learning hours:	29
Unit accreditation number:	M/601/7907

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand reasons for and responses to change	1.1 Describe types of change that may occur in the course of an individual's life 1.2 Analyse factors that may make change a positive or a negative experience 1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively	Types of change include changes that are: <ul style="list-style-type: none"> • positive • negative • chosen • unchosen • temporary • permanent An individual is someone requiring care or support
2 Be able to support individuals to plan how to manage or adapt to change	2.1 Work with individuals and others to identify recent or imminent changes affecting them 2.2 Support the individual to assess the implications and likely impacts of the change identified 2.3 Work with the individual and others to plan how to adapt to or manage the change 2.4 Explain the importance of both practical support and emotional support during a time of change 2.5 Identify and agree roles and responsibilities for supporting a change	Others may include: <ul style="list-style-type: none"> • Carers • Friends and relatives • Professionals • Others who are important to the individual's well-being The plan to manage a change may incorporate: <ul style="list-style-type: none"> • the individual's preferences associated with the change • existing skills or knowledge the individual has that will help them manage the change • new skills or knowledge the individual may need to

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		develop in order to manage the change <ul style="list-style-type: none"> • resources and expertise for managing the change that exist within the individual's personal network • additional resources, support or expertise needed • ways to address risks that may arise from a change
3 Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting change, in ways that promote active participation 3.2 Provide information and advice to support the individual to manage change 3.3 Support the individual to express preferences and anxieties when going through change 3.4 Adapt support methods to take account of preferences or anxieties 3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change	Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
4 Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved 4.2 Work with the individual and others to identify positive and negative aspects of a change 4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process 4.4 Record and report on the effectiveness of support for the change process	

Assessment

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.

Guidance on assessment and evidence requirements

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

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. 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 health and social care developed by Skills for Care and Development:

HSC 382 Support individuals to prepare for, adapt to and manage change

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

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

Functional Skills standards can be viewed at <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

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.