![OCR - Oxford Cambridge and RSA]

Unit Title:	Support children and young people during transitions in their lives
OCR Unit No:	28
Sector Unit No:	TDA 3.24
Level:	3
Credit value:	4
Guided learning hours:	18
Unit accreditation number:	D/601/8325

Unit purpose and aim

This unit covers the knowledge, understanding and skills to support children and young people through transitions in their lives. It requires competence in recognising and responding to signs and indications of transitions and supporting them to manage transitions and reach positive outcomes. Integrated working to support children and young people through transitions is an important aspect of this unit.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand the range and impact of transitions that children and young people may experience	1.1 Explain the different **types of transitions** that children and young people may experience 1.2 Explain patterns of transition from childhood to adulthood 1.3 Explain how different types of transitions may affect a child or young person 1.4 Explain how a child or young person's approach to transitions may be affected by their: a) culture b) religion c) personal beliefs	Centres must ensure that all assessment criteria are met. **Transition** refers to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement. **Types of transitions** including: • emotional, affected by personal experiences, eg. bereavement • physical, eg. moving to a

	d) gender e) stage of development f) previous experiences 1.5 Explain how transitions may affect children and young people most at risk of exclusion or underachievement 1.6 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions	new educational establishment, a new home/locality • intellectual, eg. moving from pre school to primary, or primary to secondary school physiological, eg. puberty, long-term medical conditions
2. Be able to recognise and respond to transitions in children and young people's lives	2.1 Explain with examples the signs and indications that a child or young person is experiencing a transition in their life 2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them 2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience 2.4 Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people 2.5 Share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting	
3. Be able to work with others to plan integrated support for children and young people going	3.1 Explain the **support** available for children and young people going	**Support** available for children and young people going through

through transitions	through transitions	transitions:
		• within the setting from other agencies
	3.2 Explain the legal frameworks, organisational procedures, and **referral routes** to ensure **integrated working** for children and young people going through transition	**Referral routes:**
		• within the setting
		• to other agencies
	3.3 Use knowledge of individual children and young people to contribute to planning how to support them in managing transition	**Integrated working** involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives.
	3.4 Comply with legal, organisational and ethical requirements relating to the exchange of information	
	3.5 Demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions	
4. Be able to support children and young people to manage transitions in their lives	4.1 Work within the boundaries and protocols that govern own role in supporting children or young people through transitions	**Supporting children and young people to manage transitions** in their lives eg:
		• encouraging children and young people to ask questions about transitions in their lives
	4.2 Demonstrate ways of **supporting children and young people to manage transitions** in their lives	• listening actively to what children and young people are saying about transitions in their lives
	4.3 Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes	• communicating simple, reassuring messages about key transitions
	4.4 Support children and young people to recognise and build on their strengths to manage change positively	• responding constructively to children and young people's concerns about transitions in their lives
	4.5 Provide opportunities for	• explaining situations fully and accurately, setting

		children and young people to discuss the effects and results of transition	out what is happening and, if possible and appropriate, the reasons for the changes
		4.6 Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary	• working with children and young people to explore possible actions to deal with new and challenging situations
			• involving children and young people in making decisions summarising and confirming key points in discussions with children and young people

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) 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.

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.5 must be assessed in the workplace.

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

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

01 Health, public services and care

01.5 Child development and wellbeing

NOS can 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					
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 '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .