

Unit Title: Support young people with a disability to make the transition into adulthood

Unit sector reference: LD 311C

Level: 3

Credit value: 5

Guided learning hours: 40

Unit accreditation number: F/602/0049

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the steps and stages of moving from childhood into adulthood	1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood 1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities 1.3 Explain how culture may impact on the process of moving from childhood into adulthood 1.4 Explain theories about change and how this can affect a young person with a disability	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families 2.2 Identify challenges young people with a disability might have in understanding and coping with change 2.3 Outline the methods that can be used to support a young person with a disability to cope with changes 2.4 Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into to adulthood 2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life	<p>Families may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p>Legislation and local and national practice guidelines - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood</p>
3 Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1 Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability 3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development 3.3 Explain how personal budgets can be used with young people in transition	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
4 Be able to support a young person with a disability through transition into adulthood	4.1 Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process 4.2 Support a young person to explore options for their future 4.3 Use person-centred thinking to identify with the young person their needs and aspirations 4.4 Use person-centred thinking to develop with the young person a plan to support them through transition 4.5 Involve families in the transition process according to the wishes of the young person 4.6 Identify ways to provide resources to meet needs 4.7 Explain the role of key agencies and professionals likely to be involved in the transition process 4.8 Outline possible areas of tension and conflict that may arise during the transition into adulthood	<p>Options for their future – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc</p> <p>Person-centred thinking is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p>Resources may include personal budgets, conventional services, support of family and friends</p> <p>Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, citizens advice etc</p>
5 Be able to support a young person to reflect on the transition	5.1 Use person-centred approaches with the young person to review their transition plan and ensure it reflects their needs 5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future	<p>Person centred approaches - in England this will include Person Centred Transition Plans</p>

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 4 and 5 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 310, 329, 332, 344, 412

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.

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

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.