

<b>Unit Title:</b>	<b>Principles of supporting young people with a disability to make the transition into adulthood</b>
Unit sector reference:	LD311K
Level:	3
Credit value:	3
Guided learning hours:	30
Unit accreditation number:	M/601/7227

## Unit purpose and aim

The unit provides knowledge and understanding on how to enable young people with a disability to move from childhood into adulthood.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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	
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 <b>families</b>	<b>Families</b> may also include others significant to the young person such as guardians, carers, friends, partners etc.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>2.2 Identify challenges young peoples with a disability might have understanding and coping with change</p> <p>2.3 Outline the methods that can be used to support a young person with a disability to cope with changes</p> <p>2.4 Explain how <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into to adulthood</p> <p>2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life</p>	<p><b>Legislation and local and national practice guidelines</b> - 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>
<p>3 Know the options for supporting a young person who has a disability to make the transition into adulthood</p>	<p>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</p> <p>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</p> <p>3.3 Explain how personal budgets can be used with young people in transition</p>	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
4 Understand how to support a young person with a disability through a successful transition	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 Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process 4.3 Explain the difference in approaches to planning between children's and adults' support services 4.4 Describe how to involve families in the transition process 4.5 Explain the role of key agencies and professionals likely to be involved in the transition process 4.6 Outline possible areas of tension and conflict that may arise during the transition into adulthood 4.7 Compare different methods of support to use with young people with disabilities who have varying abilities	<b>Key agencies and professionals</b> – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, citizens advice etc
5 Understand the importance of supporting a young person and their family to reflect on the transition	5.1 Explain why it is important to reflect on the transition with the young person and their family 5.2 Explain the importance of recording the process of transition	

## Assessment

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

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.

## 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.

## 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 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](http://www.ukstandards.co.uk)**

## Functional skills signposting

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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

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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.