Unit Title:	**Understand support for young people with complex disabilities or conditions making the transition into adulthood**
OCR unit number:	21
Sector unit number:	RCC 3.21
Level:	3
Credit value:	3
Guided learning hours:	24
Unit reference number:	L/506/8501

Unit aim and purpose

This unit provides the knowledge required to understand support for young people with complex disabilities or conditions making the transition into adulthood.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will:	**The Learner can:**	
1 Understand the changes involved in moving from childhood into adulthood	1.1 Summarise the physical, social and emotional changes which occur for young people as they move into adulthood 1.2 Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood 1.3 Explain how **culture** can impact on the process of moving from childhood into adulthood 1.4 Analyse how theories about change apply for a young person moving into adulthood	**Culture**: the ideas, customs and social behaviours of a particular society or community
2 Understand how having a complex disability or condition can affect the transition into adulthood	2.1 Describe examples of how the transition into adulthood can affect young people with **complex disabilities or conditions** and their **families** 2.2 Analyse challenges that young people with complex disabilities or conditions can have in coping with change	**Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc.

Learning Outcomes	Assessment Criteria	Additional guidance
3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood	3.1 Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life	
	3.2 Explain how **legislation and local and national practice guidelines** affect transition planning for young people with complex disabilities or conditions	**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
	3.3 Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life	
4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood	4.1 Explain factors to consider when planning support for the transition into adulthood	
	4.2 Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood	
	4.3 Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change	
	4.4 Explain how personal budgets can be used with young people in transition to adulthood and adult services	
	4.5 Explain the role of **key agencies and professionals** likely to be involved in the transition process	**Key agencies and professionals –** may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc

Learning Outcomes	Assessment Criteria	Additional guidance
	4.6 Outline areas of tension and conflict that may arise during the transition to adulthood or adult services 4.7 Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services	
5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk	5.1 Describe attitudes and approaches that support young people to explore **options for their future** 5.2 Analyse how **person-centred thinking** supports young people • to identify their needs and aspirations • to develop a plan of support for the transition process 5.3 Explain how and why the role of families in supporting the transition process can vary 5.4 Identify ways to access **resources** to meet needs 5.5 Explain how risk management processes support young people making the transition into adulthood 5.6 Describe how the experiences of young people during transition can be recorded in ways accessible to them	**Options for their future –** may include accommodation, support services, paid or voluntary work, continued education and development, relationships, and social needs etc **Person-centred thinking** uses 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. **Resources** may include personal budgets, conventional services, support of family and friends
6 Understand how to use reflection to learn from the transition process	6.1 Explain why it is important for practitioners to reflect on • support provided during the transition process • young people's experience of the transition process	

Learning Outcomes	Assessment Criteria	Additional guidance
	6.2 Describe how **person centred approaches** are used with young people to review their transition plans at agreed points	**Person centred approaches** - include person centred transition planning
	6.3 Explain how young people's records of their experiences during transition can be used to plan for their future support	

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

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 SCDHSC0310 and SCDHSC0325.

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	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

Additional information

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 .