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| Unit Title: Understand support for young people with complex disabilities or conditions making the transition into adulthood | | |
| URN: L/506/8501 |  |  |
| Credit Value: 3 |  |  |
| Level: 3 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **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 |  |  |  |
| **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 |  |  |  |
| **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 |  |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| 3.2 Explain how legislation and local and national practice guidelines affect transition planning for young people with complex disabilities or conditions |  |  |  |
| 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 |  |  |  |
| 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 |  |  |  |
|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **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 |  |  |  |
| **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 |  |  |  |

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| 6.2 Describe how person-centred approaches are used with young people to review their transition plans at agreed points |  |  |  |
| 6.3 Explain how young people’s records of their experiences during transition can be used to plan for their future support |  |  |  |

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

**Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date: