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| Unit Title: Principles for leading the transition of young people with complex disabilities or conditions to adult services | | |
| URN: A/506/7568 |  |  |
| Credit Value: 3 |  |  |
| Level: 4 |  |  |

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|  | **Assessment Method** | **Evidence Ref.**  **Page number, Method** | **Assessor Decision**  **Sign and Date** |
| **You must be able to:** | | | |
| **1 Understand theoretical, statutory and legal frameworks in relation to young people making the transition to adult services** | | | |
| 1.1 Explain the statutory and legal frameworks that apply to young people making the transition to adult services |  |  |  |
| 1.2 Summarise legislation that affects the rights of young people with complex disabilities or conditions to make decisions about their lives |  |  |  |
| 1.3 Evaluate how theories of change management can be applied to support the transition to adult services |  |  |  |
| **2 Understand the impact of complex disabilities or conditions on the transition into adulthood** | | | |
| 2.1 Analyse ways in which complex disabilities or conditions can affect the transition into adulthood for young people and their families |  |  |  |
| 2.2 Analyse factors that affect a young person’s capacity to manage transitions and changes |  |  |  |
| 2.3 Explain how cultural considerations can impact on the process of moving from childhood into adulthood |  |  |  |

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| **3 Understand adult care provision** | | | |
| 3.1 Identify the adult care services that potentially meet the requirements of a young person preparing to make the transition to adult services |  |  |  |
| 3.2 Identify funding sources, eligibility criteria and application processes for each |  |  |  |
| 3.3 Evaluate how personal budgets support the transition to adult services |  |  |  |
| **4 Understand how to work with others to support young people making the transition to adult services** | | | |
| 4.1 Describe knowledge, skills and attitudes required by team members to support the transition process |  |  |  |
| 4.2 Analyse the role and contribution of family members in the transition process |  |  |  |
| 4.3 Describe the network of local agencies and professionals who can contribute information, advice or support for young people making the transition to adult services |  |  |  |
| 4.4 Explain how working together with family members, agencies and other professionals affects continuity of support for young people before, during and after the transition |  |  |  |
| **5 Understand person centred support for transition to adult services** | | | |
| 5.1 Evaluate systems, aids and approaches that enable young people with complex disabilities or conditions to express their views, choices and perceptions about the transition to adult services |  |  |  |

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| 5.2 Evaluate the place of person-centred thinking in ensuring that planning processes keep young people and their needs, views and choices paramount |  |  |  |
| 5.3 Describe processes needed to secure additional support to meet the individual requirements of young people |  |  |  |
| 5.4 Describe how to challenge poor practice in transition support in ways that stimulate improvement |  |  |  |
| **6 Understand how to review support in relation to young people making the transition to adult services** | | | |
| 6.1 Explain how statutory and legal frameworks for transition to adult services can be used to review the effectiveness of support provided to young people and their families during the transition |  |  |  |
| 6.2 Describe ways to evaluate the balance achieved between the interests of young people, risks and legal requirements during transition |  |  |  |
| 6.3 Describe ways to review the effectiveness of information, guidance and support services available to support the transition to adult services |  |  |  |

**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: