Unit 4222-379 Support young people with a disability to make the transition into adulthood (LD 311 C)

Level: **3**
Credit value: **5**
UAN: **F/602/0049**

Unit 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

There are **five** learning outcomes to this unit. The learner will:

1. Understand the steps and stages of moving from childhood into adulthood
2. Understand how having a disability may affect the process of moving from childhood into adulthood
3. Know the options for supporting a young person who has a disability to make the transition into adulthood
4. Be able to support a young person with a disability through transition into adulthood
5. Be able to support a young person to reflect on the transition

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 310, 329, 332, 344, 412.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit must be assessed in line with Skills for Care and Development QCF Assessment Principles.
Learning outcomes 4 and 5 must be assessed in a real work environment.

Unit 4222-379 Support young people with a disability to make the transition into adulthood (LD 311 C)

Assessment Criteria

Outcome 1 Understand the steps and stages of moving from childhood into adulthood

The learner can:

1. identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
2. explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities
3. explain how culture may impact on the process of moving from childhood into adulthood
4. explain theories about change and how this can affect a young person with a disability.

Outcome 2 Understand how having a disability may affect the process of moving from childhood into adulthood

The learner can:

1. explain, giving examples, the potential effects of the transition process on young people with disabilities and their **families**
2. identify challenges young people with a disability might have in understanding and coping with change
3. outline the methods that can be used to support a young person with a disability to cope with changes
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 adulthood
5. describe the legislation that affects the right of a young person with a disability to make decisions about their life.

Outcome 3 Know the options for supporting a young person who has a disability to make the transition into adulthood

The learner can:

1. explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
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. explain how personal budgets can be used with young people in transition.

Outcome 4 Be able to support a young person with a disability through transition into adulthood

The learner can:

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
2. support a young person to explore **options for their future**
3. use **person-centred thinking** to identify with the young person their needs and aspirations
4. use person-centred thinking to develop with the young person a plan to support them through transition
5. involve families in the transition process according to the wishes of the young person
6. identify ways to provide **resources** to meet needs
7. explain the role of **key agencies and professionals** likely to be involved in the transition process
8. outline possible areas of tension and conflict that may arise during the transition into adulthood.

Outcome 5 Be able to support a young person to reflect on the transition

The learner can:

1. use **person centred approaches** with the young person to review their transition plan and ensure it reflects their needs
2. support a young person to record the transition and what has happened in their life in order to plan for the future.

Unit 4222-379 Support young people with a disability to make the transition into adulthood (LD 311 C)

Additional guidance

- **Families** may also include others significant to the young person such as guardians, carers, friends, partners etc.
- **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
- **Options for their future** – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc
- **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.
- **Resources** may include personal budgets, conventional services, support of family and friends
- **Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc
- **Person centred approaches** - in England this will include Person Centred Transition Plans.