

# Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding  
Autism

QRN: 601/6330/6

**NCFE © Copyright 2017 All rights reserved worldwide.**

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

Reproduction by **approved** Centres is permissible for internal use under the following conditions:

We have provided this Qualification Specification in Microsoft Word format to enable Centres to use its content more flexibly within their own course materials. You may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information. The use of PDF versions of our support materials on our website will ensure that correct and up-to-date information is provided to learners.

Any photographs in this publication are either our exclusive property or used under licence from a third party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

**Qualification title and reference number:**

NCFE CACHE Level 2 Certificate in Understanding Autism      QRN: 601/6330/6

**Publication date**

Version 3.0      September 2017  
Version 4.0      December 2017

**Publisher**

Registered Office: NCFE, Q6  
Quorum Business Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT  
Registered Company No: 02896700 (England and Wales)  
Registered Charity No: 1034808

# Contents

<b>Section 1: General introduction</b>	<b>5</b>
About this qualification specification	6
Total Qualification Time	6
Barred units, equivalencies and exemptions	6
Recognition of Prior Learning (RPL)	6
Credit transfer	7
Understanding learning outcomes	7
Entry guidance	8
Our website	8
The Centre Secure Website	8
Support for Centres	9
<b>Section 2: About this qualification</b>	<b>11</b>
Qualification summary	12
Useful websites	14
<b>Section 3: Units</b>	<b>15</b>
Mandatory units	16
Unit layout	17
Explanation of terms used at Level 2: (not all verbs are used in this qualification)	19
Unit 01: Introduction to autism	21
Unit 02: Using a person-centred approach to support individuals with autism	29
Unit 03: Communication and social interaction in individuals with autism	35
Unit 04: Sensory processing, perception and cognition in individuals with autism	41
Unit 05: Supporting positive behaviour in individuals with autism	47
Unit 06: Supporting individuals with autism to live healthy and fulfilled lives	53
<b>Section 4: Assessment and quality assurance information</b>	<b>61</b>
Staffing requirements	62
Assessors and Internal Quality Assurance	62
Internal Assessment	63
Supervision of learners and your role as an Assessor	64
Feedback to learners	64

Presenting evidence	64
Quality Assurance	65
Internal quality assurance	65
External quality assurance	65
<b>Section 5: Documents</b>	<b>67</b>
Useful documents	68
Mandatory documents	68
Learning resources	68
<b>Section 6: General Information</b>	<b>69</b>
Equal opportunities	70
Diversity, access and inclusion	70

## **Section 1: General introduction**

### **About this qualification specification**

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 2 Certificate in Understanding Autism.

### **Total Qualification Time**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### **Barred units, equivalencies and exemptions**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

### Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

### Our website

The most recent version of our qualification specification and supporting documents can be found on our website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification on our website [www.cache.org.uk](http://www.cache.org.uk).

The website also contains information about all our qualifications, including key facts and other support materials.

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the public website and log in using the details provided by the Centre administrator.



## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website [www.cache.org.uk](http://www.cache.org.uk) or can be requested from the Customer Support team on 0345 347 2123 or by emailing [info@cache.org.uk](mailto:info@cache.org.uk)

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing [info@cache.org.uk](mailto:info@cache.org.uk).



## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in Understanding Autism
<b>Qualification number</b>	601/6330/6
<b>Aims and objectives</b>	<p>This qualification is designed for learners who wish to develop an understanding of autism and how to support individuals with autism.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>develop learners' understanding of autism and the principles of supporting individuals with autism - covering the person-centred approach and influence of positive communication methods, how to support positive behaviour and how individuals with autism can be supported to live healthy and fulfilled lives.</li> </ul> <p>The objective of this qualification is to help learners to:</p> <ul style="list-style-type: none"> <li>progress within employment in a variety of sectors, and in a number of job roles where an understanding of autism and knowledge of how to support people with autism is required.</li> </ul> <p>Throughout this qualification specification, as in the Department of Health Adult Autism Strategy, we've used the term 'autism' as an umbrella term for all autistic spectrum conditions, including Asperger syndrome.</p>
<b>Total Qualification Time (hours)</b>	180
<b>Guided Learning (hours)</b>	152
<b>Credit value</b>	18
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16

<b>Real work environment (RWE) requirement/recommendation</b>	This is a knowledge-only qualification; therefore, no real work environment placement is required.
<b>Rule of combination</b>	To be awarded the Level 2 Certificate in Understanding Autism, learners are required to successfully complete 6 mandatory units.
<b>Entry requirements/recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.</p> <p>This qualification is suitable for learners aged 16 and above.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Diploma for the Children's Workforce (Early Years Educator)</li> <li>• Level 3 Certificate in Preparing to Work in Adult Social Care</li> <li>• Level 3 Diploma in Health and Social Care (Adults) for England</li> <li>• Level 3 Diploma for Residential Childcare (England)</li> <li>• Level 3 Award in Supporting Children and Young People with Autism</li> <li>• Level 3 Diploma in Healthcare Support Services</li> <li>• Level 3 Diploma in Clinical Healthcare Support.</li> </ul> <p>It may also be useful to learners studying qualifications in the following sectors:</p> <ul style="list-style-type: none"> <li>• healthcare</li> <li>• social care</li> <li>• leisure</li> <li>• education</li> <li>• early years</li> <li>• voluntary.</li> </ul>
<b>Assessment methods</b>	Portfolio of evidence
<b>Additional assessment requirements</b>	This qualification is internally assessed and externally quality assured.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 601/6330/6.







### Useful websites


Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- The National Autistic Society:  
[www.autism.org.uk](http://www.autism.org.uk)
- NHS Choices:  
[www.nhs.uk/conditions/Autistic-spectrum-disorder/Pages/Introduction.aspx](http://www.nhs.uk/conditions/Autistic-spectrum-disorder/Pages/Introduction.aspx)
- National Institute for Health and Care Excellence (NICE):  
[www.nice.org.uk/guidance/qs51](http://www.nice.org.uk/guidance/qs51)
- Social Care Institute for Excellence (SCIE):  
[www.scie.org.uk/publications/guides/guide43/introduction/whatautism.asp](http://www.scie.org.uk/publications/guides/guide43/introduction/whatautism.asp)
- Skills for care 'Autism skills and knowledge list':  
[www.skillsforcare.org.uk/Skills/Autism/Autism.aspx](http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx)

## **Section 3: Units**

<b>Mandatory units</b>
------------------------

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
 Unit 01	H/507/2764	Introduction to autism	Knowledge	2	4	36
 Unit 02	K/507/2765	Using a person-centred approach to support individuals with autism	Knowledge	2	2	20
 Unit 03	M/507/2766	Communication and social interaction in individuals with autism	Knowledge	2	3	22
 Unit 04	T/507/2767	Sensory processing, perception and cognition in individuals with autism	Knowledge	2	2	20
 Unit 05	A/507/2768	Supporting positive behaviour in individuals with autism	Knowledge	2	3	24
 Unit 06	F/507/2769	Supporting individuals with autism to live healthy and fulfilled lives	Knowledge	2	4	30

The lightbulb icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit the Centre secure website for further information.



<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to NOS.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.



**Explanation of terms used at Level 2:  
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

## Unit 01: Introduction to autism



<b>Unit reference</b>	H/507/2764	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit hours</b>	36		
<b>Unit summary</b>	This unit provides learners with an introduction to autism, covering what is meant by 'autism', theories and diagnosis. Learners will also look at common misconceptions associated with autism and conditions that can co-occur with autism.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand what is meant by 'autism'.	1.1. Describe the following social and communication disorders: <ul style="list-style-type: none"> <li>• autistic spectrum condition</li> <li>• Asperger syndrome</li> <li>• high-functioning autism (HFA).</li> </ul>
	1.2. Explain how autism can be considered as a spectrum condition.
	1.3. Explain why it is important to recognise that autism is a lifelong condition.
2. Know theories that relate to autism.	2.1. Outline the following theoretical models in relation to identifying autism: <ul style="list-style-type: none"> <li>• Kanner</li> <li>• Asperger</li> <li>• Wing and Gould.</li> </ul>
	2.2. Explain how the terms 'neurodiverse' and 'neurotypical' are used in relation to autism.
3. Know how autism is diagnosed.	3.1. Outline the current guidelines for the diagnosis of autism in the UK.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	<p>3.2. Describe the <b>difficulties</b> surrounding the diagnosis of autism in relation to:</p> <ul style="list-style-type: none"> <li>• formal diagnosis</li> <li>• the range of different diagnoses on the spectrum.</li> </ul> <p>3.3. Give reasons why people may be reluctant to seek a diagnosis.</p> <p>3.4. Explain why it is important for individuals to have a formal diagnosis.</p> <p>3.5. State the <b>prevalence</b> of autism in the UK.</p>
<p>4. Understand the characteristics that may be present in individuals with autism.</p>	<p>4.1. Describe the main <b>characteristics</b> found in individuals with autism.</p> <p>4.2. Describe how these characteristics can vary from individual to individual.</p> <p>4.3. Outline what is meant by the <b>'triad of impairments'</b>.</p> <p>4.4. Identify positive and negative points of the triad of impairments.</p>
<p>5. Know about conditions that commonly co-occur with autism.</p>	<p>5.1. Explain the following conditions that may co-occur with autism:</p> <ul style="list-style-type: none"> <li>• mental ill-health</li> <li>• learning disability.</li> </ul> <p>5.2. Describe <b>other conditions</b> that may co-occur with autism.</p> <p>5.3. Describe the concerns that can arise from these co-occurring conditions.</p>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
6. Understand common misconceptions surrounding autism.	6.1. Describe how <b>attitudes and lack of understanding</b> can compound the difficulties of individuals with autism.
	6.2. Give examples of how autism can be misrepresented in the media.
	6.3. Describe how discrimination against individuals with autism can occur inadvertently in society.

## Delivery and assessment

### Key words

3.2. **difficulties** include gender differences (characteristics in girls differ and are less noticeable) and age (adults and older people may have remained undiagnosed as autism was not widely recognised or understood during their childhood).

3.5. **prevalence** is the total number of cases of a condition in a given population at a specific time. This should reflect current figures and include how these are broken down in terms of gender and age.

4.1. **characteristics** are features that are common in people with autism, are used to help to recognise the condition, and are used in diagnosis. There's a range of characteristics and not all people with autism will have all characteristics.

4.3. **triad of impairments** – there's increasing reference to the 'dyad of impairments', in which social interaction and communication are merged under social communication

5.2. **other conditions** could include epilepsy, dyspraxia and attention deficit hyperactivity disorder (ADHD)

6.1. **attitudes and lack of understanding** – the importance of recognising that autism is not a mental health condition, and that individuals may not have a learning disability. As autism is an 'invisible' disability, judgements are often made about behaviour.

### Assessment guidance

**Type of evidence:** assignment

**Assessment criteria:** 1.1–3.5

**Additional information:** learners could carry out research into a range of social and communication conditions on the autistic spectrum, including diagnosis, theoretical models and prevalence. Tutors could set a series of assessment tasks based on the research activity, with a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

**Type of evidence:** case study

**Assessment criteria:** 3.3–4.4

**Additional information:** Tutors could design a series of case studies illustrating the range of characteristics of autism and how they can vary between individuals. Learners could answer pre-set questions relating to the assessment criteria.

**Type of evidence:** questioning

**Assessment criteria:** 5.1–5.3

**Additional information:** learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded and authenticated.



**Type of evidence:** discussion

**Assessment criteria:** 6.1–6.3

**Additional information:** learners could explore examples of how autism is portrayed in the media, for example in documentaries, in fiction and in films. Tutors could facilitate a structured group discussion about different attitudes and misrepresentations, and how people with autism can be discriminated against inadvertently. Learners could produce notes and a report to accompany the resources used.

### **Types of evidence**

Evidence could include:

- assignment
- case study
- questioning
- discussion.

### Additional information

Relationship to occupational standards/NOS mapping

#### **Links to National Skills Standards**

We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

- English
- Mathematics
- ICT.

#### **Links to NOS**

We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care (Skills for Care and Development and Skills for Health Level 2 Standards for Health and Social Care). As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Unit 01 Introduction to autism:

- SCDHSC0023 Develop your own knowledge and practice
- LD210 Introductory awareness of Autistic Spectrum Conditions (M/601/5316)
- LD310 Understand how to support individuals with autistic spectrum conditions (T/601/5317).

	<p><b>Links to ‘Autism skills and knowledge list’</b></p> <p>This qualification also covers the content of the first 3 levels of the Skills for Care and Skills for Health ‘Autism skills and knowledge list’ which is recommended for workers in generic health and social care and services. Please visit <a href="http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx">www.skillsforcare.org.uk/Skills/Autism/Autism.aspx</a> for more information.</p> <p>Unit 01 Introduction to autism:</p> <ul style="list-style-type: none"><li>• 2. Basic autism awareness</li><li>• 3. Intermediate knowledge and skills.</li></ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 02: Using a person-centred approach to support individuals with autism



<b>Unit reference</b>	K/507/2765	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit hours</b>	20		
<b>Unit summary</b>	This unit covers using a person-centred approach to support individuals with autism, incorporating the preferences and needs of the individual. Learners will also look at legislation and guidance, and the support networks available to individuals and their families.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know how legislation and guidance underpins support for individuals with autism.	1.1. Outline the key points of current <b>legislation and guidance</b> in relation to: <ul style="list-style-type: none"> <li>• autism</li> <li>• equality and disability rights</li> <li>• special educational needs</li> <li>• mental capacity and best interests</li> <li>• advocacy.</li> </ul>
	1.2. Outline how legislation and guidance can be used to support individuals with autism.
2. Understand how to support individuals with autism using a person-centred approach.	2.1. Describe what is meant by <b>'person-centred support'</b> .
	2.2. Explain why it is important to treat the person with autism as an individual.
	2.3. Give examples of how support can be provided in a way that is: <ul style="list-style-type: none"> <li>• compassionate</li> <li>• non-judgemental.</li> </ul>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.4. Give examples of how the <b>rights</b> of individuals with autism can be promoted.
	2.5. Describe how to incorporate the preferences and needs of individuals when providing support.
	2.6. Explain why it is important to work with each individual's strengths and abilities to enable them to achieve their potential.
	2.7. Give examples of the contribution that <b>informal networks</b> can make to supporting individuals with autism and their families.
	2.8. Explain the importance of working in partnership with the individual and <b>others</b> .
	2.9. Outline the principles of confidentiality in relation to supporting individuals with autism.

## Delivery and assessment

### Key words

1.1. **legislation and guidance** includes current law, statutory guidance, codes of practice, and good practice guidelines that support the rights and best interests of people with autism.

2.1. **person-centred support** - learners should be encouraged to relate to personalisation and co-production in relation to support for individuals with autism.

2.4. **rights** include:

- independence
- individuality
- making own choices
- fair and equal treatment
- respect
- dignity.

2.7. **informal networks** could include:

- family and friends
- autism support, representative and rights organisations, such as Ambitious about Autism and National Autistic Society
- parent support groups.

2.8. **others** include:

- family
- carers
- friends
- healthcare professionals
- care workers
- advocates
- social worker
- other people appropriate to the individual.

### Assessment guidance

**Type of evidence:** factsheet assignment

**Assessment criteria:** 1.1, 1.2, 2.9

**Additional information:** learners could investigate current legislation and guidance and use their findings to produce a factsheet. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

**Type of evidence:** case study

**Assessment criteria:** 2.1, 2.2

**Additional information:** Tutors could design a case study to illustrate the importance of person-centred support. Learners could answer questions relating to the assessment criteria.

**Type of evidence:** simulation

**Assessment criteria:** 2.3–2.8

**Additional information:** learners could complete a support plan or individual timetable based on a fictional individual. Tutors could provide details of the individual's preferences, needs, strengths, abilities and informal networks, devising a template to be used that would provide opportunity for assessment criteria to be met. Learners should include a commentary to demonstrate the importance of focusing on strengths and working in partnership with individuals and others.

### **Types of evidence**

Evidence could include:

- factsheet assignment
- case study
- simulation.



<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT.</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care (Skills for Care and Development and Skills for Health Level 2 Standards for Health and Social Care). As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 02 Using a person-centred approach to support individuals with autism:</p> <ul style="list-style-type: none"> <li>• SCDHSC0332 Promote individuals' positive self-esteem and sense of identity</li> <li>• SCDHSC0234 Uphold the rights of individuals</li> <li>• SCDHSC3111 Promote the rights and diversity of individuals</li> <li>• LD210 Introductory awareness of Autistic Spectrum Conditions (M/601/5316)</li> <li>• LD310 Understand how to support individuals with autistic spectrum conditions (T/601/5317)</li> <li>• Introduction to personalisation in social care (K/601/9493)</li> <li>• Introduction to equality and inclusion in health, social care or children's and young people's settings (R/601/5471)</li> <li>• Implement person-centred approaches in health and social care (A/601/8140)</li> </ul>

	<p><b>Links to 'Autism skills and knowledge list'</b></p> <p>This qualification also covers the content of the first 3 levels of the Skills for Care and Skills for Health 'Autism skills and knowledge list' which is recommended for workers in generic health and social care and services. Please visit <a href="http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx">www.skillsforcare.org.uk/Skills/Autism/Autism.aspx</a> for more information.</p> <p>Unit 02 Using a person-centred approach to support individuals with autism:</p> <ul style="list-style-type: none"><li>• 1. Underpinning values and attitudes</li></ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

## Unit 03: Communication and social interaction in individuals with autism



<b>Unit reference</b>	M/507/2766	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit hours</b>	22		
<b>Unit summary</b>	This unit covers the potential delays and difficulties in speech, language, and social development sometimes faced by individuals with autism. It also covers methods and strategies that could be used when communicating with an individual with autism.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand speech, language and communication in individuals with autism.	1.1. Outline the <b>processes</b> required to communicate using: <ul style="list-style-type: none"> <li>• speech</li> <li>• language.</li> </ul>
	1.2. Describe how speech and language development may be delayed or affected for individuals with autism.
	1.3. Describe different <b>forms of communication</b> used by individuals with autism.
	1.4. Describe the difficulties an individual with autism may have in communicating verbally when: <ul style="list-style-type: none"> <li>• processing verbal information</li> <li>• interpreting verbal information.</li> </ul>
2. Understand how social interaction may differ in individuals with autism.	2.1. Describe how social development may be delayed or affected for individuals with autism.
	2.2. Describe the difficulties individuals with autism may experience with <b>social interaction</b> .

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.3. Explain the links between social development and speech and language development.
3. Know strategies that are used to support communication and social interaction for individuals with autism.	3.1. Identify a range of methods that could be used when communicating with an individual with autism.
	3.2. Outline a range of <b>strategies</b> that could be used to support communication and social interaction.
	3.3. Describe how communication can be adapted to meet the needs and preferences of each individual.
	3.4. Explain how a <b>constructive environment</b> can be created to aid communication and social interaction.
	3.5. Describe the role of <b>specialists</b> in supporting communication and social interaction.

### Delivery and assessment

#### Key words

- 1.1. **processes** include cognitive (interpretation and processing of language), social and physical (the mechanics or articulation of speech).
- 1.3. **forms of communication** should include verbal and non-verbal communication, the repetition of set words and phrases (echolalia).
- 2.2. **social interaction** includes using skills such as:
- reading facial expression and body language
  - social imagination
  - social inhibition
  - appropriate use of eye contact.

3.2. **strategies** enable methods and equipment to be used in a way that actively encourages social interaction, eg:

- Picture Exchange Communication System (PECS)
- Makaton
- Social Stories
- music cues
- comic strip conversations
- visual/graphics
- technology.

3.4. **constructive environment** - for example, free from distractions, low arousal.

3.5. **specialists** - such as speech and language therapists.

### **Assessment guidance**

**Type of evidence:** assignment

**Assessment criteria:** 1.1–2.3

**Additional information:** learners could investigate common differences in communication and social interaction that may be present in individuals with autism, and could complete a series of assessment tasks based on their findings. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

**Type of evidence:** resource pack

**Assessment criteria:** 3.1–3.5

**Additional information:** learners could design a resource pack that could be used to inform parents or support workers of different communication methods to promote social interaction with an individual or individuals with autism. Learners could produce examples of resources that could be used with an individual, such as Social Stories, and details of specialist support available could be included. Tutors could produce a list of headings for learners to follow for guidance to ensure that the assessment criteria are addressed.

### **Types of evidence**

Evidence could include:

- assignment
- resource pack.

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care (Skills for Care and Development and Skills for Health Level 2 Standards for Health and Social Care). As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 03 Communication and social interaction in individuals with autism:</p> <ul style="list-style-type: none"> <li>• SCDHSC0021 Support effective communication</li> <li>• SCDHSC0031 Promote effective communication</li> <li>• SCDHSC0369 Support individuals with specific communication needs</li> <li>• SCDHSC0233 Develop effective relationships with individuals</li> <li>• SCDHSC3110 Promote effective relationships with individuals</li> <li>• SCDHSC0331 Support individuals to develop and maintain social networks and relationships</li> <li>• SCDHSC0369 Support individuals with specific communication needs</li> <li>• LD210 Introductory awareness of Autistic Spectrum Conditions (M/601/5316)</li> <li>• Implement person-centred approaches in health and social care (A/601/8140)</li> </ul>

	<ul style="list-style-type: none"><li>• Support individuals with specific communication needs (T/601/8282)</li></ul> <p><b>Links to 'Autism skills and knowledge list'</b></p> <p>This qualification also covers the content of the first 3 levels of the Skills for Care and Skills for Health 'Autism skills and knowledge list' which is recommended for workers in generic health and social care and services. Please visit <a href="http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx">www.skillsforcare.org.uk/Skills/Autism/Autism.aspx</a> for more information.</p> <p>Unit 03 Communication and social interaction in individuals with autism:</p> <ul style="list-style-type: none"><li>• 3. Intermediate knowledge and skills.</li></ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.





## Unit 04: Sensory processing, perception and cognition in individuals with autism



<b>Unit reference</b>	T/507/2767	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit hours</b>	20		
<b>Unit summary</b>	In this unit learners will gain an understanding of sensory processing, perception, and cognition in individuals with autism - including looking at hypersensitivity and hyposensitivity. Learners will also consider how to support the sensory needs of individuals with autism.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how individuals with autism process sensory information.	1.1. Outline how differences in processing sensory information may affect each of the <b>senses</b> .
	1.2. Define what is meant by: <ul style="list-style-type: none"> <li>• hypersensitivity</li> <li>• hyposensitivity.</li> </ul>
	1.3. Outline why individuals with autism may experience balance difficulties (vestibular sense).
	1.4. Explain how individuals with autism may experience difficulties with body awareness (proprioception).
	1.5. Give examples of behaviours that may suggest an individual is hyposensitive or hypersensitive.
2. Know how to recognise and support sensory needs.	2.1. Identify examples of the type of environments and situations that might contribute to an individual experiencing sensory overload.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	<p>2.2. Give examples of how individuals with autism may respond when experiencing <b>sensory overload</b>.</p> <p>2.3. Outline strategies that can be used to support individuals experiencing sensory overload.</p> <p>2.4. Describe how to create a 'low arousal' sensory environment.</p> <p>2.5. Give examples of ways to increase sensory stimulation.</p> <p>2.6. Describe the benefits of sensory activities for individuals with autism.</p> <p>2.7. Outline how sensory differences may have an influence on an individual's dietary preferences.</p> <p>2.8. Explain how to support the dietary preferences of individuals with autism.</p>
<p>3. Understand the cognitive differences individuals with autism may have in processing information.</p>	<p>3.1. Outline the difficulties an individual with autism may have with:</p> <ul style="list-style-type: none"> <li>• processing information</li> <li>• predicting the consequences of an action</li> <li>• organising, prioritising and sequencing</li> <li>• understanding the concept of time.</li> </ul> <p>3.2. Describe <b>strategies</b> that could be used to support an individual with autism to complete activities/tasks.</p>

## Delivery and assessment

### Key words

1.1. **senses** includes the 5 senses:

- vision
- hearing
- touch
- taste
- smell.

Body awareness (proprioception) and balance (vestibular sense) are also described as senses but are addressed in 1.3 and 1.4.

2.2. **sensory overload** can occur when an individual with sensory sensitivity experiences overstimulation of the senses, causing distress, discomfort and sometimes pain.

3.2. **strategies** include:

- timetables
- calendars and instructions in visual format
- written lists
- colour coding to indicate order of tasks
- placing clothes in order of dressing.

### Assessment guidance

**Type of evidence:** resource pack

**Assessment criteria:** 1.1–1.5

**Additional information:** learners could design a resource pack about the sensory experiences of individuals with autism - this should include examples of hypersensitivity and hyposensitivity for each of the senses. Tutors could produce a list of headings for learners to follow for guidance to ensure that the assessment criteria are addressed.

**Type of evidence:** learner report

**Assessment criteria:** 2.1–2.4

**Additional information:** learners could view video clips that show simulations of the sensory experience of an individual with autism. This could be facilitated by a Tutor-led discussion outlining strategies to support individuals with hypersensitivity and during sensory overload. Learners could produce a report summarising the video clip and discussion, with guidance in the form of headings provided by the Tutor.

**Type of evidence:** case studies

**Assessment criteria:** 2.5–2.8

**Additional information:** Tutors could provide a series of case studies to illustrate individuals with hyposensitivity, hypersensitivity and extreme ‘food fads’. Learners could investigate a range of sensory equipment and activities and how these can benefit individuals with autism - they can then answer questions based on their findings.

**Type of evidence:** assignment

**Assessment criteria:** 3.1, 3.2

**Additional information:** learners could complete a series of assessment tasks demonstrating their understanding of the difficulties individuals may have in processing information, and how to apply this to provide support to individuals completing activities. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

### Types of evidence

Evidence could include:

- resource pack
- learner report
- case studies
- assignment.

### Additional information

Relationship to occupational standards/NOS mapping

#### Links to National Skills Standards

We’ve highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

- English
- ICT.

	<p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care. As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 04 Sensory processing, perception and cognition in individuals with autism:</p> <ul style="list-style-type: none"> <li>• LD210 Introductory awareness of Autistic Spectrum Conditions (M/601/5316)</li> <li>• LD310 Understand how to support individuals with autistic spectrum conditions (T/601/5317)</li> <li>• Implement person-centred approaches in health and social care (A/601/8140)</li> </ul> <p><b>Links to 'Autism skills and knowledge list'</b></p> <p>This qualification also covers the content of the first 3 levels of the Skills for Care and Skills for Health 'Autism skills and knowledge list' which is recommended for workers in generic health and social care and services. Please visit <a href="http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx">www.skillsforcare.org.uk/Skills/Autism/Autism.aspx</a> for more information.</p> <p>Unit 04 Sensory processing, perception and cognition in individuals with autism:</p> <ul style="list-style-type: none"> <li>• 2. Basic autism awareness</li> <li>• 3. Intermediate knowledge and skills.</li> </ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>



## Unit 05: Supporting positive behaviour in individuals with autism



<b>Unit reference</b>	A/507/2768	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit hours</b>	24		
<b>Unit summary</b>	Through this unit learners will understand individuals' behaviours in the context of autism. They'll also look at how to support positive behaviour and help individuals to develop coping strategies.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand behaviour within the context of autism.	1.1. Explain why an individual's behaviours may need to be considered within the context of autism.
	1.2. Explain how these behaviours may influence the way individuals with autism interact with others.
	1.3. Explain how the behaviour of others may impact on an individual with autism.
	1.4. Explain why individuals with autism may find changes to their routine distressing.
	1.5. Outline <b>strategies</b> that can be used to support individuals to cope with changes to routine and structure.
	1.6. Outline the approaches that can be used to reduce <b>prompt dependency</b> in individuals with autism.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	1.7. Outline strategies to support an individual's obsessions and special interests.
2. Know how to support positive behaviour.	2.1. Outline how behaviour can be interpreted as a form of expression.  2.2. Identify a range of factors that may be associated with behaviour that challenges.  2.3. Outline the advantages and disadvantages of using proactive strategies and reactive strategies to support positive behaviour in individuals with autism.  2.4. Explain the importance of positive reinforcement.  2.5. Outline approaches that could be used to support positive behaviour.
3. Understand how to support individuals to develop coping strategies.	3.1. Explain how an individual with autism's behaviour can have an impact on them and <b>others</b> .  3.2. Give examples of the following strategies that can be used in relation to behaviour that challenges: <ul style="list-style-type: none"> <li>• prevention</li> <li>• de-escalation techniques</li> <li>• coping strategies.</li> </ul> 3.3. Describe ways to support an individual who is anxious and struggling to contain their own behaviour.



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.4. Describe how to support individuals to understand their behaviour in terms of: <ul style="list-style-type: none"><li>• events and feelings leading up to it</li><li>• their actions</li><li>• the consequences of their behaviour.</li></ul>
	3.5. Describe how family members can be supported to cope with behaviour that challenges.
	3.6. Identify sources of support in relation to behaviours that challenge for the individual with autism and their family.

## Delivery and assessment

### Key words

- 1.5. **strategies** include preparation and pre-planning, Social Stories and photographs.
- 1.6. **prompt dependency** - over-reliance on prompting should be avoided.
- 3.1. **others** include family members, carers, those affected by the behaviour, and onlookers.

### Assessment guidance

**Type of evidence:** assignment

**Assessment criteria:** 1.1–1.7, 2.1

**Additional information:** learners could investigate a range of characteristic behaviours within the context of autism and strategies for support. They could then complete a series of assessment tasks. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

**Type of evidence:** work product

**Assessment criteria:** 2.1–2.5, 3.3

**Additional information:** learners could produce a leaflet or guidance document outlining strategies for supporting positive behaviour. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

**Type of evidence:** case study

**Assessment criteria:** 2.2, 3.1–3.6

**Additional information:** Tutors could design a case study to illustrate a scenario where an individual behaves in a way that challenges others. Learners can discuss how individuals and their families can be supported to understand this behaviour and could answer questions relating to the assessment criteria.

### Types of evidence

Evidence could include:

- assignment
- work product
- case study.

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care (Skills for Care and Development and Skills for Health Level 2 Standards for Health and Social Care). As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 05 Supporting positive behaviour in individuals with autism:</p> <ul style="list-style-type: none"> <li>• LD210 Introductory awareness of Autistic Spectrum Conditions (M/601/5316)</li> <li>• LD310 Understand how to support individuals with autistic spectrum conditions (T/601/5317)</li> <li>• Implement person centred approaches in health and social care (A/601/8140)</li> <li>• Promote positive behaviour (F/601/3764)</li> </ul>

	<p><b>Links to ‘Autism skills and knowledge list’</b></p> <p>This qualification also covers the content of the first 3 levels of the Skills for Care and Skills for Health ‘Autism skills and knowledge list’ which is recommended for workers in generic health and social care and services. Please visit <a href="http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx">www.skillsforcare.org.uk/Skills/Autism/Autism.aspx</a> for more information.</p> <p>Unit 05 Supporting positive behaviour in individuals with autism:</p> <ul style="list-style-type: none"><li>• 1. Underpinning values and attitudes</li><li>• 3. Intermediate knowledge and skills.</li></ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

## Unit 06: Supporting individuals with autism to live healthy and fulfilled lives



<b>Unit reference</b>	F/507/2769	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit hours</b>	30		
<b>Unit summary</b>	This unit covers how to support individuals through transitions and life events, how to maintain their personal safety, and how to access services, facilities and employment opportunities. Learners will also gain an understanding of what it's like for an individual to live with autism.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the experience of living with autism.	1.1. Outline the potential effects of living with autism on an individual's: <ul style="list-style-type: none"> <li>• development and puberty</li> <li>• education, employment and life chances</li> <li>• access to services and facilities.</li> </ul>
	1.2. Describe the impact on family members of supporting: <ul style="list-style-type: none"> <li>• a child or young person with autism</li> <li>• an adult with autism.</li> </ul>
	1.3. Identify <b>positive aspects</b> of living with autism.
2. Know how to support individuals to maintain their personal safety.	2.1. Identify factors that may compromise the personal safety of an individual with autism.
	2.2. Give reasons why people with autism may be vulnerable to: <ul style="list-style-type: none"> <li>• bullying</li> <li>• exploitation.</li> </ul>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	<p>2.3. Outline ways to safeguard against the bullying and exploitation of individuals with autism.</p> <p>2.4. Outline strategies that individuals can use to protect themselves from harm and abuse.</p> <p>2.5. Describe ways to support individuals to use the internet and social media safely.</p>
<p>3. Understand the purpose of positive risk-taking.</p>	<p>3.1. Identify aspects of everyday life in which risk plays a part.</p> <p>3.2. Outline the benefits individuals can gain from <b>positive risk-taking</b>.</p> <p>3.3. Explain how <b>risk assessment</b> can be used with individuals and others.</p>
<p>4. Know how to support individuals with transitions and life events.</p>	<p>4.1. Identify a range of <b>life events and transitions</b> that individuals may experience.</p> <p>4.2. Give reasons why individuals with autism may find these transitions difficult.</p> <p>4.3. Identify ways that individuals can be supported through transitions.</p> <p>4.4. Describe how to involve others in the transition process.</p>
<p>5. Know how to support individuals to access services and facilities.</p>	<p>5.1. Identify the support an individual may need to access:</p> <ul style="list-style-type: none"> <li>• healthcare</li> <li>• education and training</li> <li>• leisure services.</li> </ul> <p>5.2. Outline the rights of individuals with autism in relation to accessing <b>services and facilities</b>.</p>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	5.3. Give examples of reasonable adjustments that could be made for individuals with autism.  5.4. Outline the support available for individuals and families from rights groups and community support organisations.
6. Know how to support individuals with employment.	6.1. Identify barriers that people with autism may face in gaining employment.  6.2. Describe how individuals can be supported with: <ul style="list-style-type: none"> <li>• gaining employment</li> <li>• starting employment</li> <li>• continuing employment.</li> </ul> 6.3. Identify organisations and agencies that support individuals with autism into employment.

## Delivery and assessment

### Key words

1.3. **positive aspects** - learners should be encouraged to think about 'different, not less' and identify the positive characteristics, strengths and abilities associated with autism.

3.2. **positive risk-taking** is where the potential benefits outweigh the level of risk.

3.3. **risk assessment** for example, level of risk to self and others, how risks can be reduced.

4.1. **life events and transitions** could include:

- bereavement
- entering or leaving care
- the birth of a sibling
- family breakdown
- the loss of significant people
- moving to a new educational establishment
- a new home or locality
- moving from one activity to another
- starting - and moving through - day care
- moving between settings and carers.

5.2. **services and facilities** could include healthcare, education and training and leisure services.

### Assessment guidance

**Type of evidence:** assignment

**Assessment criteria:** 1.1–1.3

**Additional information:** learners could investigate the potential effects and impact of living with autism using a range of sources, including video clips of people with autism talking about their experiences. Learners could then complete a series of assessment tasks based on their findings. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

**Types of evidence:** plan, resource pack

**Assessment criteria:** 2.1–2.5

**Additional information:** learners could plan an event to raise awareness of personal safety for individuals and their families; they could collect and produce their own resources that could be given to individuals and their family. The plan should provide enough detail to address the assessment criteria and any resources used should be accompanied by commentary.



**Type of evidence:** completion of simulated records and commentary

**Assessment criteria:** 3.1–3.3, 5.1

**Additional information:** learners could complete a support plan with risk assessment for an activity relating to a fictional individual (this could be an outing or travelling on a bus for the first time, for example). Tutors could provide details of the individual's preferences and interests so that a suitable activity can be selected, and devise a template to be used that would provide opportunity for the assessment criteria to be met. Learners should include a commentary to demonstrate how the risk assessment would be used and the benefits of positive risk-taking.

**Type of evidence:** resource

**Assessment criteria:** 4.1–4.4

**Additional information:** learners could produce a resource that could be used to support an individual undergoing a specific transition, for example a Social Story. Learners would need to include a commentary to explain how the resource would support the individual and how others would be involved within the process.

**Types of evidence:** factsheet or information leaflet

**Assessment criteria:** 5.1–5.3

**Additional information:** learners could investigate the rights and support needs of individuals with autism accessing a range of local services and facilities. Tutors could produce a list of headings for learners to follow for guidance to ensure the assessment criteria are addressed.

**Type of evidence:** presentation

**Assessment criteria:** 6.1–6.3

**Additional information:** learners could investigate strategies that employers could reasonably be expected to implement in supporting individuals with autism to access and maintain employment. Learners could ask a sample of local employers and collate their findings on slides or in a display format.

### Types of evidence

Evidence could include:

- assignment
- plan, resource pack
- completion of simulated records and commentary
- resource
- factsheet or information leaflet
- presentation.

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT.</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in Health and Social Care (Skills for Care and Development and Skills for Health Level 2 Standards for Health and Social Care). As they complete this qualification learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.</p> <p>Unit 06 Supporting individuals with autism to live healthy and fulfilled lives:</p> <ul style="list-style-type: none"> <li>• SCDHSC0382 Support individuals to manage change in their lives</li> <li>• SCDHSC0348 Support individuals to access learning, training and development opportunities</li> <li>• SCDHSC0024 Support the safeguarding of individuals</li> <li>• LD310 Understand how to support individuals with autistic spectrum conditions (T/601/5317)</li> <li>• Principles of supporting individuals with a learning disability to access healthcare (T/601/8654)</li> <li>• Principles of positive risk-taking for individuals with disabilities (K/601/6285)</li> <li>• Principles of supporting young people with a disability to make the transition into adulthood (M/601/7227)</li> <li>• Implement person-centred approaches in health and social care (A/601/8140).</li> </ul>

	<p><b>Links to ‘Autism skills and knowledge list’</b></p> <p>This qualification also covers the content of the first 3 levels of the Skills for Care and Skills for Health ‘Autism skills and knowledge list’ which is recommended for workers in generic health and social care and services. Please visit <a href="http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx">http://www.skillsforcare.org.uk/Skills/Autism/Autism.aspx</a> for more information.</p> <p>Unit 06 Supporting individuals with autism to live healthy and fulfilled lives:</p> <ul style="list-style-type: none"><li>• Underpinning values and attitudes</li><li>• 3. Intermediate knowledge and skills.</li></ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>



## **Section 4: Assessment and quality assurance information**

## Staffing requirements

Centres delivering this qualification must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).



## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.



## **Section 5: Documents**

## Useful documents

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

## Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

### Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- Hallmark Education

For more information about these resources and how to access them please visit Centre secure website.

## **Section 6: General Information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website: <http://www.cache.org.uk/Centres/Pages/CACHE-Centre-Information.aspx>.

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.