

**NCFE**

**CACHE**

# Qualification Specification

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

## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Certificate in Understanding Autism</b>		
<b>Ofqual qualification number (QN)</b>	601/6330/6	<b>Aim reference</b>	60163306
<b>Guided learning hours (GLH)</b>	152	<b>Total qualification time (TQT)</b>	180
<b>Credit value</b>	18		
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	<p>This qualification is designed for learners who wish to develop an understanding of autism and how to support autistic individuals.</p> <p>This will also help learners to 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 autistic individuals is required.</p>		
<b>Grading</b>	Achieved/not yet achieved.		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	This is a knowledge-only qualification. Work/industry placement experience is not required.		
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/6330/6.		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

## Contents

<b>Qualification summary</b>	<b>2</b>
<b>Summary of changes</b>	<b>4</b>
<b>Section 1: introduction</b>	<b>5</b>
Aims and objectives	5
Support Handbook	5
Guidance for entry and registration	5
Achieving this qualification	5
Progression	6
Resource requirements	6
Real work environment (RWE) requirement/recommendation	6
Work/industry placement experience	6
How the qualification is assessed	6
Internal assessment	7
<b>Section 2: unit content and assessment guidance</b>	<b>8</b>
Unit 01 Introduction to autism (H/507/2764)	9
Unit 02 Using a person-centred approach to support autistic individuals (K/507/2765)	11
Unit 03 Communication and social interaction in autistic individuals (M/507/2766)	13
Unit 04 Sensory processing, perception and cognition in autistic individuals (T/507/2767)	15
Unit 05 Supporting positive behaviour in autistic individuals (A/507/2768)	17
Unit 06 Supporting autistic individuals to live healthy and fulfilled lives (F/507/2769)	19
Recommended assessment methods	21
<b>Section 3: explanation of terms</b>	<b>23</b>
<b>Section 4: support</b>	<b>25</b>
Support materials	25
Useful websites	25
Other support materials	25
Reproduction of this document	26
<b>Contact us</b>	<b>27</b>
<b>Appendix A: units</b>	<b>28</b>
Mandatory units	28

## Summary of changes

This section summarises the changes to this Qualification Specification since the previous version.

Version	Publication date	Summary of amendments
v5.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v5.2	August 2023	Minor wording change for clarification in the <a href="#">entry guidance</a> and <a href="#">qualification summary</a> .
v6.0	June 2024	<p>All content has been added to the new qualification specification template. Terminology has been updated throughout and there are also minor changes to wording. See below for details of which sections, unit details, learning outcomes (LOs), assessment criteria (AC) and range has been amended.</p> <ul style="list-style-type: none"> <li>• <a href="#">Qualification summary</a> – qualification purpose</li> <li>• <a href="#">Progression</a> qualifications</li> <li>• Support materials – <a href="#">useful websites</a> and <a href="#">other support materials</a></li> <li>• <a href="#">Unit 01</a>: <ul style="list-style-type: none"> <li>○ AC1.1, 1.2, 2.2, 3.2, 3.3 (was 3.4), LO4 AC4.1, 5.1, 5.2, 6.1, 6.3, 4.3 (new)</li> <li>○ removed AC3.3, 4.3, 4.4 and 5.3</li> <li>○ added range to AC1.1, all range updated</li> </ul> </li> <li>• <a href="#">Unit 02</a>: <ul style="list-style-type: none"> <li>○ unit title and unit summary</li> <li>○ LO1, AC1.2, LO2, AC2.2, 2.3, 2.4, 2.6, 2.7, 2.9</li> <li>○ added range to AC2.3, range updated for AC1.1, 2.1, 2.7 and 2.8</li> </ul> </li> <li>• <a href="#">Unit 03</a>: <ul style="list-style-type: none"> <li>○ unit title and unit summary</li> <li>○ LO1, AC1.2, 1.3, 1.4, LO2, AC2.1, 2.2, LO3, AC3.1 and 3.3.</li> <li>○ removed AC2.3</li> <li>○ range added to 2.1, range updated for AC1.3, 2.2, 3.2 and 3.5</li> </ul> </li> <li>• <a href="#">Unit 04</a>: <ul style="list-style-type: none"> <li>○ unit title and unit summary</li> <li>○ LO1, AC1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 2.7 (new), 2.9 (was 2.8), LO3, AC3.1 and 3.2</li> <li>○ range added to AC1.5, 2.3, 2.4 and 2.7, all range updated</li> </ul> </li> <li>• <a href="#">Unit 05</a>: <ul style="list-style-type: none"> <li>○ unit title and unit summary</li> <li>○ AC1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6</li> <li>○ range added to AC1.1 and 2.2, range updated for AC3.1</li> </ul> </li> <li>• <a href="#">Unit 06</a>: <ul style="list-style-type: none"> <li>○ unit title</li> <li>○ AC1.1, 1.2, 1.3, 3.1, 3.2, 4.2, 4.3, 5.1, 5.2 and 5.3</li> <li>○ range amended for AC3.1</li> <li>○ LO1 has been removed so all AC listed above are the new numbers (for example, what was 2.1 is now 1.1)</li> </ul> </li> </ul>

## Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of autism in the health and social care sector
- offer breadth and depth of study, incorporating a key core of knowledge

The objective of this qualification is to:

- 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 autistic individuals is required

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners who wish to develop an understanding of autism and how to support autistic individuals.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There is no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

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

### Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **six** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - healthcare
  - social care
  - leisure
  - education
  - early years
  - voluntary
- further education:
  - Level 3 Certificate in Understanding Autism
  - Level 3 Diploma for the Early Years Workforce (Early Years Educator)
  - Level 3 Certificate in Preparing to Work in Adult Social Care
  - Level 3 Diploma for Residential Childcare (England)
  - Level 3 Diploma in Healthcare Support

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Real work environment (RWE) requirement/recommendation

This is a knowledge-only qualification. Experience in the real work environment (RWE) is not required.

## Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Certificate in Understanding Autism.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



## Unit 01 Introduction to autism (H/507/2764)



Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>36 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by 'autism'	1.1 Describe the following social and communication conditions: <ul style="list-style-type: none"> <li>autistic spectrum condition</li> <li><b>Asperger syndrome</b></li> </ul>
	1.2 Explain why autism is sometimes referred to as a 'spectrum condition' and why this may not always be helpful terminology
	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 the following terminology in relation to autism: <ul style="list-style-type: none"> <li>neurodivergence</li> <li>neurodiversity</li> <li>neurotypical</li> </ul>
3. Know how autism is diagnosed	3.1 Outline the current guidelines for the diagnosis of autism in the UK
	3.2 Describe the <b>difficulties</b> surrounding the diagnosis of autism in relation to: <ul style="list-style-type: none"> <li>formal diagnosis</li> <li>waiting times for diagnosis</li> <li>support available whilst waiting for a diagnosis</li> </ul>
	3.3 Explain why it is important for individuals to have a formal NHS diagnosis
	3.4 State the <b>prevalence</b> of autism in the UK
4. Understand the characteristics that may be present in autistic individuals	4.1 Describe the main <b>characteristics</b> found in autistic individuals
	4.2 Describe how these characteristics can vary from individual to individual
	4.3 Outline the positive and negative points of the diagnostic criteria currently used
5. Know about conditions that commonly co-occur with autism	5.1 Explain the following conditions that may co-occur with autism: <ul style="list-style-type: none"> <li>mental health issues</li> <li>learning disabilities</li> </ul>
	5.2 Describe <b>other conditions</b> that may typically co-occur with autism

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) 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 autistic individuals
	6.2 Give examples of how autism can be misrepresented in the media
	6.3 Describe how discrimination against autistic individuals can occur inadvertently in society

Range
1. Understand what is meant by 'autism'
1.1 <b>Asperger syndrome</b> is a historical diagnosis term.
3. Know how autism is diagnosed
3.2 <b>Difficulties</b> include under-diagnosis of girls and women due to quieter presentations or greater amount of masking (which can be influenced by gender and some characteristics in some girls and non-binary individuals) and age (adults and older individuals may have remained undiagnosed as autism was not widely recognised or understood during their childhood).
3.4 <b>Prevalence</b> 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. Statistics about prevalence are likely to be inaccurate due to difficulties accessing assessment and diagnosis. Racial bias (studies have found white children have been identified and diagnosed with autism compared with black, Latinx and Asian children).
4. Understand the characteristics that may be present in autistic individuals
4.1 <b>Characteristics</b> are features that are common in autistic individuals, are used to help to recognise the condition, and are used in diagnosis. There is a range of characteristics and not all autistic individuals will have all characteristics.
5. Know about conditions that commonly co-occur with autism
5.2 <b>Other conditions</b> could include epilepsy, dyspraxia, attention deficit hyperactivity disorder (ADHD), Ehlers-Danlos syndrome and gastrointestinal disorders that can be affected by cortisol and stress hormones.
6. Understand common misconceptions surrounding autism
6.1 <b>Attitudes and lack of understanding:</b>  The importance of recognising that autism is not a mental health condition, and that individuals may not have a co-occurring learning disability. As autism is an 'invisible' disability, judgements are often made about behaviour as shown in research by Sasson et al (2017). The lack of accommodations and the social model of disability as a framework is important for understanding how society further disables autistic individuals.

Delivery and assessment guidance
No delivery and guidance for this unit.

## Unit 02 Using a person-centred approach to support autistic individuals (K/507/2765)



Unit summary				
This unit covers using a person-centred approach to support autistic individuals, incorporating the preferences, strengths and needs of the individual. Learners will also look at legislation and guidance, and the support networks available to individuals and their families.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>20 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how legislation and guidance underpins support for autistic individuals	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 autistic individuals
2. Understand how to support autistic individuals 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 autistic individual 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> <li>• <b>empathetic</b></li> </ul>
	2.4 Give examples of how the <b>rights</b> of autistic individuals 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 agreed goals
	2.7 Give examples of the contribution that <b>informal networks</b> can make to supporting autistic individuals 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 autistic individuals

Range
1. Know how legislation and guidance underpins support for autistic individuals
1.1 <b>Legislation and guidance</b> includes current law, statutory guidance, codes of practice, and good practice guidelines that support the rights and best interests of autistic individuals.

<b>Range</b>
<p><b>2. Understand how to support autistic individuals using a person-centred approach</b></p> <p><b>2.1 Person-centred support:</b></p> <p>Learners should be encouraged to relate to personalisation and co-production in relation to support for autistic individuals.</p> <p><b>2.3 Empathetic:</b></p> <p>Learners could explore that in order for neurotypical individuals to be empathetic they should not impose neurotypical behaviour onto autistic individuals.</p> <p><b>2.4 Rights</b> include:</p> <ul style="list-style-type: none"> <li>• independence</li> <li>• individuality</li> <li>• making own choices</li> <li>• fair and equal treatment</li> <li>• respect</li> <li>• dignity</li> </ul> <p><b>2.7 Informal networks</b> could include:</p> <ul style="list-style-type: none"> <li>• family and friends</li> <li>• autism support, representative and rights organisations, such as Ambitious about Autism, Autscope, Autistic Self Advocacy Network (ASAN) and National Autistic Society</li> <li>• parent support groups</li> <li>• online autistic communities</li> </ul> <p><b>2.8 Others</b> include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• carers</li> <li>• friends</li> <li>• school</li> <li>• healthcare professionals</li> <li>• care workers</li> <li>• advocates</li> <li>• social worker</li> <li>• other people appropriate to the individual</li> </ul>
<b>Delivery and assessment guidance</b>
No delivery and guidance for this unit.

## Unit 03 Communication and social interaction in autistic individuals (M/507/2766)



Unit summary				
This unit covers the potential delays and difficulties in speech, language, and differences in social development sometimes faced by autistic individuals. It also covers methods and strategies that could be used when communicating with an autistic individual.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>22 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand speech, language and communication in autistic individuals	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 different for autistic individuals
	1.3 Describe some of the differences in <b>communication styles</b> that autistic individuals may have
	1.4 Describe the difficulties an autistic individual 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 autistic individuals	2.1 Describe how social development may be <b>different</b> for autistic individuals
	2.2 Describe the difficulties and/or differences autistic individuals may experience with <b>social interaction</b>
3. Know strategies that are used to support communication and social interaction for autistic individuals	3.1 Identify a range of methods that could be used when communicating with an autistic individual
	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 autistic individuals
	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

Range
1. Understand speech, language and communication in autistic individuals
<b>1.1 Processes</b> include cognitive (interpretation and processing of language), social and physical (the mechanics or articulation of speech).
<b>1.3 Communication styles</b> should include verbal and non-verbal communication, the repetition of set words and phrases (echolalia).

<b>Range</b>
<b>2. Understand how social interaction may differ in autistic individuals</b>
<p><b>2.1 Different:</b></p> <p>Learners should understand that this does not mean 'delayed' development but suggests that autistic individuals' social development may be different to a neurotypical individuals' social development.</p> <p><b>2.2 Social interaction</b> includes using skills such as reading facial expression and body language.</p>
<b>3. Know strategies that are used to support communication and social interaction for autistic individuals</b>
<p><b>3.2 Strategies</b> enable methods and equipment to be used in a way that accommodate social interaction, for example:</p> <ul style="list-style-type: none"> <li>• Picture Exchange Communication System (PECS)</li> <li>• Makaton</li> <li>• social stories</li> <li>• music cues</li> <li>• comic strip conversations</li> <li>• visual/graphics</li> <li>• technology</li> <li>• zones of regulation</li> <li>• 10 second rule</li> </ul> <p><b>3.4 Constructive environment</b> for example, free from distractions, low arousal.</p> <p><b>3.5 Specialists</b> such as speech and language therapists and occupational therapists.</p>
<b>Delivery and assessment guidance</b>
No delivery and guidance for this unit.

## Unit 04 Sensory processing, perception and cognition in autistic individuals (T/507/2767)



Unit summary				
In this unit learners will gain an understanding of sensory processing, perception and cognition in autistic individuals – including looking at hypersensitivity and hyposensitivity. Learners will also consider how to support the sensory needs of autistic individuals.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>20 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how autistic individuals 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 Give examples of indicators/responses that may suggest an individual is hyposensitive or hypersensitive
	1.4 Outline why autistic individuals may experience balance difficulties
	1.5 Explain how autistic individuals may experience <b>differences with body awareness</b>
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
	2.2 Give examples of how autistic individuals may respond when experiencing <b>sensory overload</b>
	2.3 Outline <b>strategies</b> that can be used to support individuals experiencing sensory overload
	2.4 Describe how to <b>collaboratively</b> create a 'low arousal' sensory environment
	2.5 Give examples of ways to increase sensory stimulation
	2.6 Describe the benefits of sensory activities for autistic individuals
	2.7 Explain the concept of <b>stimming</b> for autistic individuals
	2.8 Outline how sensory differences may have an influence on an individual's dietary preferences
	2.9 Explain how to support the dietary preferences of autistic individuals
3. Understand the executive functioning differences autistic individuals may have in processing information	3.1 Outline the differences an autistic individual may have with: <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>• time management</li> </ul>
	3.2 Describe <b>strategies</b> that could be used to support an autistic individual to complete activities/tasks

Range
<p><b>1. Understand how autistic individuals process sensory information</b></p> <p><b>1.1 Senses</b> include:</p> <ul style="list-style-type: none"> <li>• vision</li> <li>• hearing</li> <li>• touch</li> <li>• taste</li> <li>• smell</li> </ul> <p>Learners should also understand that sensory processes are divergent and not the same for all autistic individuals.</p> <p><b>1.5 Differences with body awareness</b> may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• proprioception</li> <li>• interoception</li> <li>• balance (vestibular sense)</li> <li>• complex trauma</li> <li>• dissociation</li> </ul>
<p><b>2. Know how to recognise and support sensory needs</b></p> <p><b>2.2 Sensory overload</b> can occur when an individual with sensory sensitivity experiences overstimulation of the senses, causing distress, discomfort, meltdowns and sometimes pain.</p> <p><b>2.3 Strategies</b> can include a de-escalation plan that is developed in collaboration with the autistic individual and is put into practice as and when the individual believes this necessary.</p> <p><b>2.4 Collaboratively:</b></p> <p>Learners should understand that when creating a 'low arousal' sensory environment, this should always be in collaboration with the autistic individual.</p> <p><b>2.7 Stimming</b> can be physical, verbal and cognitive.</p>
<p><b>3. Understand the executive functioning differences autistic individuals may have in processing information</b></p> <p><b>3.2 Strategies</b> should be developed collaboratively in a bespoke manner with each autistic individual and may include:</p> <ul style="list-style-type: none"> <li>• timetables</li> <li>• calendars and instructions in visual format</li> <li>• written lists</li> <li>• colour coding to indicate order of tasks</li> <li>• placing clothes in order of dressing</li> </ul>
Delivery and assessment guidance
No delivery and guidance for this unit.



## Unit 05 Supporting positive behaviour in autistic individuals (A/507/2768)



Unit summary				
Through this unit learners will understand individuals' behaviours in the context of autism. They will also look at how to support positive behaviour and help individuals to develop coping strategies. When Positive Behaviour Support (PBS) is used in line with the PBS Framework, by well-trained staff in a person-centred way, it can (alongside other support) help some individuals to feel less anxious or distressed in certain situations.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>24 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand behaviour within the context of autism	1.1 Explain why an individual's <b>behaviour</b> may need to be considered within the context of autism
	1.2 Explain how these behaviours may influence the way autistic individuals interact with others
	1.3 Explain how the behaviour of others may impact on an autistic individual
	1.4 Explain why autistic individuals 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 autistic individuals
	1.7 Outline strategies to support an individual's 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 <b>different aspects of behaviour</b>
	2.3 Outline the advantages and disadvantages of using proactive strategies and reactive strategies to support positive behaviour in autistic individuals
	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 autistic individual'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 different aspects of behaviour: <ul style="list-style-type: none"> <li>• prevention</li> <li>• de-escalation techniques</li> <li>• coping strategies</li> </ul>
	3.3 Describe ways neurotypical individuals can best support an autistic individual who is anxious and struggling

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	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 outcomes of their behaviour</li> </ul>
	3.5 Describe how family members can be supported to cope with different aspects of behaviour
	3.6 Identify sources of support in relation to different aspects of behaviour for the autistic individual and their family

Range
1. Understand behaviour within the context of autism
<p>1.1 <b>Behaviour</b> could include:</p> <ul style="list-style-type: none"> <li>• impact of masking on behaviour</li> <li>• impact of racial bias in outcomes to different aspects of behaviour</li> <li>• impact of autistic trauma and triggers on behaviour</li> </ul> <p>1.5 <b>Strategies</b> include preparation and pre-planning, Social Stories and photographs.</p> <p>1.6 <b>Prompt dependency:</b></p> <p>Over-reliance on prompting should be avoided.</p>
2. Know how to support positive behaviour
<p>2.2 <b>Different aspects of behaviour:</b></p> <p>Learners should understand that differences in autistic behaviour are not intrinsically wrong, only if they are harmful.</p>
3. Understand how to support individuals to develop coping strategies
3.1 <b>Others</b> include family members, carers and those affected by the behaviour.

Delivery and assessment guidance
No delivery and guidance for this unit.

## Unit 06 Supporting autistic individuals to live healthy and fulfilled lives (F/507/2769)



Unit summary				
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 is like to be autistic.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to support individuals to maintain their personal safety	1.1 Identify factors that may compromise the personal safety of an autistic individual
	1.2 Give reasons why autistic individuals may be vulnerable to: <ul style="list-style-type: none"> <li>bullying</li> <li>exploitation</li> </ul>
	1.3 Outline ways to safeguard against the bullying and exploitation of autistic individuals
	1.4 Outline strategies that individuals can use to protect themselves from harm and abuse
	1.5 Describe ways to support individuals to use the internet and social media safely
2. Understand the purpose of positive risk-taking	2.1 Identify aspects of everyday life in which risk plays a part
	2.2 Outline the benefits individuals can gain from <b>positive risk-taking</b>
	2.3 Explain how <b>risk assessment</b> can be used with individuals and others
3. Know how to support individuals with transitions and life events	3.1 Explain a range of <b>life events and transitions</b> that individuals may experience
	3.2 Give reasons why autistic individuals may find these transitions difficult
	3.3 Identify ways that individuals can be supported through transitions
	3.4 Describe how to involve others in the transition process
4. Know how to support individuals to access services and facilities	4.1 Identify the support an individual may need to access: <ul style="list-style-type: none"> <li>healthcare</li> <li>education and training</li> <li>leisure services</li> </ul>
	4.2 Outline the rights of autistic individuals in relation to accessing <b>services and facilities</b>
	4.3 Give examples of reasonable adjustments that could be made for autistic individuals
	4.4 Outline the support available for individuals and families from support organisations

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
5. Know how to support individuals with employment	5.1 Identify barriers that autistic individuals may face in gaining employment
	5.2 Describe how individuals can be supported with: <ul style="list-style-type: none"> <li>• gaining employment</li> <li>• starting employment</li> <li>• sustaining employment</li> </ul>
	5.3 Identify organisations and agencies that support autistic individuals into employment

<b>Range</b>
2. Understand the purpose of positive risk-taking
2.2 <b>Positive risk-taking</b> is where the potential benefits outweigh the level of risk.
2.3 <b>Risk assessment</b> for example, level of risk to self and others, how risks can be reduced.
3. Know how to support individuals with transitions and life events
3.1 <b>Life events and transitions</b> could include but are not limited to: <ul style="list-style-type: none"> <li>• bereavement</li> <li>• entering or leaving care</li> <li>• the birth of a sibling</li> <li>• family breakdown</li> <li>• moving to a new educational establishment</li> <li>• a new home or locality</li> <li>• moving from one activity to another</li> </ul>
4. Know how to support individuals to access services and facilities
4.2 <b>Services and facilities</b> could include healthcare, education and training, and leisure services.

<b>Delivery and assessment guidance</b>
No delivery and guidance for this unit.

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer (EQA) with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes (LOs) associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	N/A	Yes
B	Professional discussion	N/A	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the SSC or other assessment strategy/principles</li> </ul>	N/A	Yes
D	Learner's own work products	N/A	Yes
E	Learner log or reflective diary	N/A	Yes
F	Activity plan or planned activity	N/A	Yes
G	Observation of children, young people or adults by the learner	N/A	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	N/A	Yes
I	Recognition of prior learning	N/A	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	N/A	Yes
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by NCFE (for knowledge LOs)	N/A	Yes
N	Oral questions and answers	N/A	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

\*\* **Simulation**: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

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

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Learner's Evidence Tracking Log (LETL)
- learning resources
- Qualification Factsheet

### Useful websites

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

- [National Autistic Society](#)
- [NHS](#)
- [National Institute for Health and Care Excellence \(NICE\)](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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

- Learning Curve Group
- Hallmark Education

For more information about these resources and how to access them, please visit the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

## Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
	Unit 01	H/507/2764	Introduction to autism	2	4	36
	Unit 02	K/507/2765	Using a person-centred approach to support autistic individuals	2	2	20
	Unit 03	M/507/2766	Communication and social interaction in autistic individuals	2	3	22
	Unit 04	T/507/2767	Sensory processing, perception and cognition in autistic individuals	2	2	20
	Unit 05	A/507/2768	Supporting positive behaviour in autistic individuals	2	3	24
	Unit 06	F/507/2769	Supporting autistic individuals to live healthy and fulfilled lives	2	4	30

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