

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Certificate in
Understanding Autism
QN: 603/1935/5**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 3.0 September 2018).

Version	Publication Date	Summary of amendments
v3.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v3.2	June 2022	<p>Information added to advise about terminology in relation to autism within the specification.</p> <p>Information added to the guidance for entry and registration requirements / recommendations section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Further information added to the assessment methods section to confirm that 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.</p> <p>Information added to the mandatory documents section about how to access support handbooks.</p> <p>Unit 6 – Domestic Abuse Act 2021 added into delivery and assessment guidance.</p> <p>References to serious case reviews updated with child safeguarding practice reviews and safeguarding adults reviews.</p>
v3.3	June 2023	Information regarding UCAS added to About this qualification, Qualification Summary.
v3.4	November 2023	Updated formatting to titling and subtitling with subsequent table of contents amend.

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 3 Certificate in Understanding Autism (603/1935/5).

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria/scope of learning** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

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.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided 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 Assurer.

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 star in both the Unit Achievement Log and at the top of the units.

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

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you are using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications which contains:

- Key Facts
- Qualification Specifications
- Other support materials

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

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy

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 website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work learners submit must be their own and not copied from anyone else unless the source of the information is clearly referenced. Tutors should explain to learners how to provide a reference list that shows where they found their information. If a Centre discovers evidence that a learner's work is copied from elsewhere, it will not be accepted and the learner may be subject to the Centre's or our disciplinary procedure. If this happens, the learner will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose 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. We aim 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 our Diversity and Equality policy is available on the NCFE website..

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation 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 dedicated qualifications website: www.ncfe.org.uk

Section 2: About this qualification

Qualification summary





Title	NCFE CACHE Level 3 Certificate in Understanding Autism
Qualification number	603/1935/5
Aims and objectives	<p>This qualification is designed for learners who want to increase their knowledge and understanding of autism. Successful completion of this qualification will allow learners to develop in-depth knowledge and understanding of autism, which would support progression onto appropriate qualifications and into employment within the health and social care sector.</p> <p>The objectives of this qualification are to help learners to understand:</p> <ul style="list-style-type: none"> • how to adopt a positive approach to supporting individuals with autism • the current legislative framework relating to individuals with autism and how different theories have developed over time • how to support and manage transitions for individuals with autism • the range of therapeutic interventions and support available for individuals with autism and co-occurring conditions • how to support communication and social interaction for individuals with autism • how to develop an understanding of how individuals with autism may be vulnerable and the support worker's role and responsibilities relating to safeguarding according to legislative requirements. <p>Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for an individual on the autism spectrum may vary and must be valued and respected.</p> <p>Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however, terms tend to change. The National Autistic Society provides a useful source for accurate terms and reference and can be found on their website.</p>
Total Qualification Time (hours)	230
Guided Learning (hours)	189

Minimum age of learner	16
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Real work environment (RWE) requirement / recommendation	This is a knowledge only qualification; therefore, work experience is not mandatory.
Rule of combination	To achieve this qualification, learners are required to successfully complete the 6 mandatory units.
Guidance for entry and registration requirements / recommendations	<p>This qualification is designed for learners who wish to increase their knowledge and understanding of Autism.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they have already achieved a Level 2 qualification in, for example, learning support, social care or healthcare.</p> <p>Entry is at the discretion of the Centre. However, learners should be aged 16 or above to undertake this qualification.</p> <p>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.</p> <p>Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.</p>

Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Diploma for the Children's Workforce (Early Years Educator) • Level 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Diploma in Health and Social Care (Adults) for England • Level 3 Diploma for Residential Childcare (England) • Level 3 Diploma in Healthcare Support Services • Level 3 Diploma in Clinical Healthcare Support • Level 4 Diploma in Adult Care (England) • Level 3 Certificate in Supporting Teaching and Learning in Schools • Level 3 Diploma in Specialist Support for Teaching and Learning in Schools • Level 4 Certificate in Education and Training.
Assessment methods	<p>All units will be individually internally assessed using a range of methods which could include:</p> <ul style="list-style-type: none"> • learner's own work products • portfolio of evidence • written and pictorial information • oral questions and answers • scenario or case study • professional discussion. <p>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.</p>
About this qualification	<p>This is a regulated qualification. The regulated number for this qualification is 603/1935/5.</p>

Section 3: Units

Mandatory units

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Guided learning hours
Unit 01	R/615/8338	Autism in context	Knowledge	3	33
 Unit 02	Y/615/8342	Positive behavioural support for individuals with autism	Knowledge	3	36
 Unit 03	D/615/8343	Understand support and management of transitions for individuals with autism	Knowledge	3	28
 Unit 04	F/615/8349	Therapeutic interventions and support available for individuals with autism and co-occurring conditions	Knowledge	3	30
 Unit 05	A/615/8351	Communication and social interaction with individuals with autism	Knowledge	3	30
Unit 06	J/615/8353	Safeguarding and resilience in autism	Knowledge	3	32

The star 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.

Unit layout

For each unit the following information has been provided:	
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 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 summary	Provides a brief outline of the unit content.
Learning outcomes	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.
Achievement descriptor	All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner and against the achievement descriptors for each learning outcome.
Explanation	A further explanation of the achievement descriptor in the context of the learning outcome.
Unit delivery and assessment guidance	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors (see mostly accurately).
Advanced ways	Solutions may be more complex or more considered. (see basic ways and considered ways).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion (see reasoned conclusions).
Basic ways	Straightforward, mostly obvious ideas or solutions. (see advanced ways and considered ways).
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (see technical problems).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see limited experimentation and simple experimentation).
Considered ways	Ideas or solutions show some degree of thought (see advanced ways and basic ways).
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context (see use).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area. (see possible solutions).
Efficiently solves	Solves in a manner appropriate to the vocational area.

Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see specialist terms/language and technical terms/language).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (see technical understanding).
Format of source	The style of information - eg a questionnaire, a report, an observation, interview (see type of source).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (see considered experimentation and simple experimentation).
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (see accurately and some degree of accuracy).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (see effective solutions).
Range	Frequent use of most common words/techniques/materials (see some and wide range).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (see balanced conclusions).
Simple experimentation	Straightforward, most obvious experimentation is carried out (see limited experimentation and considered experimentation).
Some	Occasional use of most common words/techniques/materials (see range and wide range).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (see accurately and mostly accurately).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (see straightforward examples).
Specialist skill	Advanced technical skills in context (see technical skills).
Specialist terms/language	Advanced technical terms in context (see everyday language and technical terms/language).

Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (see sophisticated examples).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc (see complex technical problems).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (see specialist skills).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. (see everyday language and specialist terms/language).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (see general understanding).
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors (see format of source).
Use	Applying general or basic skills or knowledge to a task (see correctly applies).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (see range).

Unit 01: Autism in context

Unit reference	R/615/8338		Unit level	3
Unit hours	Guided learning	33	Mandatory/optional	Mandatory
Unit summary	This unit covers the context of autism, including characteristics, diagnosis and how understanding and different theories have developed over time. Learners will gain knowledge of the current legislative framework relating to individuals with autism.			

Learning outcomes The learner will:	Assessment points The learner must know:
1. Understand the historical context of autism	1.1 How the understanding of autism has changed over time, to include: <ul style="list-style-type: none"> • history • theories • treatments and interventions

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.</p> <p>Describes issues of current practice <u>using</u> appropriate <u>specialist language</u> in context.</p>	<p>Learners will research information, including current approaches and practice, and evaluate a range of theories.</p>
Delivery and assessment	
<p>Learners should consider previous and changing attitudes that relate to the causes of autism such as environmental factors, bad parenting and the MMR vaccine controversy.</p> <p>Theories of autism include Kanner, Asperger, Wing and Gould; Theory of Mind; extreme male brain theory; empathising-systemising theory; autism as a spectrum condition; and the triad/dyad of impairment. Learners should be encouraged to approach these theories in light of evidence-based information and current practice guidelines.</p> <p>The historic view of autism as a treatable clinical condition influenced approaches to care and support, and learners should investigate the effects of institutional care and compare current attitudes and approaches to autism.</p> <p>Learners could investigate how the understanding of autism has changed during the last century. They could compare past attitudes and approaches and how they affected the treatment, education and support individuals received. Learners could present their findings in a report and evaluate a range of theories relating to autism.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • assignment • report • presentation. 	

Learning outcomes The learner will:	Assessment points The learner must know:
2. Understand the diagnosis and characteristics of autism	2.1 The range of possible diagnoses and autism profiles
	2.2 Factors that influence diagnosis
	2.3 Advantages and disadvantages of diagnosis for the individual and their family
	2.4 The range of characteristics that may occur on the autism spectrum

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.</p> <p>Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.</p>	<p>Learners will collate and present information about autism using technical terminology.</p>
<p>Delivery and assessment</p>	
<p>Learners should be aware of the range of diagnoses and subgroups that come under the term ‘autism spectrum condition’. They should include Asperger syndrome and pathological demand avoidance (PDA). Learners should also be familiar with how associated terms are used, such as ‘high functioning’ autism, classic or Kanner autism, atypical autism, Asperger syndrome profile, demand-avoidant profile and savant. Learners should be aware of the current diagnostic manuals in relation to different diagnoses of autism.</p> <p>Individual differences in culture, age and gender may affect diagnosis of autism; for example, how males and females may present in very different ways. Learners should explore how parental attitudes may vary and influence diagnosis, and the opportunities for diagnosis that were available for older people during childhood. They should consider obstacles to diagnosis such as local variations, length of time and the strengths and limitations of the diagnostic tools available. Other factors to consider might include genetic history and the difficulties individuals with Asperger syndrome may encounter with diagnosis. Learners should also be aware of guidance and quality standards relevant to diagnosis of autism</p> <p>An appraisal of both advantages and disadvantages should be carried out. Learners might consider aspects such as accessing appropriate support and education, the potential for stigma, and how some may receive the diagnosis positively and are relieved with an explanation for their differences and difficulties. Learners should also reference the impact this can have on the individual’s family, education and support (overcoming the fear and recognising an awareness in society).</p> <p>Learners should include core characteristics that are included on the autism spectrum. Examples include difficulties with social interaction and social communication, sensory processing differences, sensory sensitivity, repetitive behaviour, obsessions and special interests. They could also include other characteristics and how they may vary, for example, ranging from absence of speech to being highly articulate, or having a literal interpretation of speech.</p> <p>Learners could produce an information sheet for individuals and carers giving useful facts about the diagnosis of autism.</p>	

Types of evidence

Evidence could include:

- research
- assignment
- report.

Learning outcomes The learner will:	Assessment points The learner must know:
3. Understand the legislative framework applicable to autism	3.1 How different aspects of legislation and guidance apply to: <ul style="list-style-type: none">• education• care and support• equality, diversity and inclusion• interventions

Achievement descriptor	Explanation
Describes issues of current practice <u>using</u> appropriate <u>specialist language</u> in context.	Learners will investigate relevant aspects of legislation and present it in a format explaining the application.
Delivery and assessment	
<p>Learners should demonstrate an understanding of how the current legislative framework applies to individuals with autism in relation to each of the different aspects specified. This could include:</p> <ul style="list-style-type: none"> • Children and Families Act 2014 • Special Educational Needs and Disability Act (SENDA) 2001 • Special Educational Needs and Disability Regulations 2014 • Autism Act 2009 • Mental Capacity Act 2005 • SENDA Code of Practice 2015 • Equality Act 2010 • Mental Health Act 1983, 2007. <p>Learners should also be aware of guidance and quality standards relevant to care, support and interventions for autism, and codes of practice and guidance relating to safeguarding and advocacy. Learners should refer to the current legislative framework applicable to their home nation.</p> <p>Learners could produce an information sheet for individuals and carers detailing their rights under the various aspects of current legislation.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • assignment • report • information sheet. 	

Learning outcomes The learner will:	Assessment points The learner must know:
4. Understand how autism is represented in society	4.1 Representations of autism in: <ul style="list-style-type: none">• media• arts and culture
	4.2 How these representations might influence: <ul style="list-style-type: none">• public perception• individuals with autism

Achievement descriptor	Explanation
Relates information found in <u>different formats</u> from <u>at least two</u> specialist sources, commenting on the credibility/value of sources.	Learners will review and compare different representations of autism.
Delivery and assessment	
<p>Learners should explore a range of different representations of individuals with autism portrayed through fiction, television programmes and documentaries. They should compare examples and highlight accuracies and inaccuracies, myths, and stereotypes. Some examples include Employable Me, The Autistic Gardener, The 'A' Word, The Boy from Aleppo, The Curious Incident of the Dog in the Night-Time, The Imitation Game.</p> <p>Learners should evaluate the influence these representations may have in relation to public perception and for individuals with autism. They may access blogs that are made by individuals or celebrities with autism or reviews on social media where programmes/books are discussed.</p> <p>Learners could carry out a series of comparative reviews on different blogs, television programmes or representations in the media.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • report • assignment. 	

Unit 02: Positive behavioural support for individuals with autism

Unit reference	Y/615/8342		Unit level	3
Unit hours	Guided learning	36	Mandatory/optional	Mandatory
Unit summary	This unit is about adopting a positive approach to supporting individuals with autism to manage their behaviour. Learners will explore factors that influence behaviour, the impact of behaviour, and strategies and approaches that are effective in providing support.			

Learning outcomes The learner will:	Assessment points The learner must know
1. Understand behaviour within the context of autism	1.1 The range of behaviours associated with autism
	1.2 The importance of interpreting behaviour within the context of autism
	1.3 How various factors influence behaviour: <ul style="list-style-type: none"> • intrinsic • extrinsic
	1.4 The importance of differentiating between positive and negative behaviour
	1.5 The impact of an individual's behaviour on self and others
	1.6 How behaviour can contribute to an individual's vulnerability

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.</p> <p>Makes reasoned and balanced conclusions <u>based on the information</u>.</p>	<p>Learners will consider a range of case studies to interpret different types of behaviour and answer related questions.</p>
<p>Delivery and assessment</p>	
<p>Learners should demonstrate an understanding of the range and variation of different types of behaviour that occur within the autism spectrum and how these might present. This should include repetitive behaviours; sensory processing; stress and anxiety triggered behaviour; demand avoidance; obsessions and special interests; difficulties with or inappropriate social interaction; self-injurious behaviour; disinhibited behaviour and learned behaviour.</p> <p>Developing an understanding of behaviour and its potential cause or purpose will help to support a person-first approach. Learners should explore how characteristics of autism influence behaviour, for example, the links between difficulties with sensory processing and self-stimulating behaviour ('stimming').</p> <p>Learners should consider the influence of both internal and external factors relating to behaviour. Examples of intrinsic factors include the individual's stress response, sensory processing difficulties, lack of awareness of danger, difficulty in social situations, developmental change or puberty, frustration and pain. Extrinsic factors include changes to routine, transition, environmental stress triggers, behaviour of others, inadvertent reinforcement of negative behaviour, abuse or exploitation by others, bullying, and the absence of structure or predictability.</p> <p>It is important for learners to recognise the difference between behaviour that can be potentially disabling or harmful, and behaviour that just does not conform to social norms and expectations and may serve a purpose. One comparison could include self-injurious or aggressive behaviour as opposed to self-regulating behaviour such as spinning or rocking, which may be comforting. Learners should explore how different behaviours impact different aspects of an individual's life, such as their development, education, health and life chances, and the wider consequences of these behaviours, including the effects on the family and carers.</p> <p>Learners should be encouraged to recognise how an individual's behaviour can increase their vulnerability, for example, through predicting and responding to danger, bullying, exploitation and discrimination. Different behaviours could be misconstrued by others who lack understanding. For example, difficulties with social interaction, disinhibited behaviour causing offence, or an individual's response to anxiety or sensory overload, can often be perceived as misbehaviour.</p> <p>Learners could review a range of tutor-devised case studies representing a range of different behaviours that may be associated with the autism spectrum and answer related questions.</p>	
<p>Types of evidence</p>	

Evidence could include:

- case study
- question and answer.

Learning outcomes The learner will:	Assessment criteria The learner must know:
2. Understand how to promote an autism-friendly environment	2.1 The importance of a proactive approach
	2.2 How to anticipate and meet the needs of individuals with autism
	2.3 Ways to reduce stress and anxiety for individuals with autism

Achievement descriptor	Explanation
Supports <u>all</u> points with sophisticated examples and <u>some</u> appropriate comparisons.	Learners will compare examples of good practice in minimising stress and anxiety and providing an autism-friendly environment.
Delivery and assessment	
<p>Learners should demonstrate an understanding of a proactive approach and the purpose of anticipating and minimising levels of stress and anxiety.</p> <p>The environment should be considered holistically, and physical, sensory and social factors should be considered. Learners should demonstrate an understanding of a physical environment that is low arousal (lighting, noise levels, furnishings, odours and decor), and has provision of 'safe space' or quiet areas. They should consider how information should also be presented in a visual format, and the role of staff in maintaining positive interaction and a calming atmosphere.</p> <p>The importance of a structured environment with a familiar routine, reducing unpredictability, and consistency of staff should also be considered. Learners should also demonstrate their understanding of the effects of systems and processes, for example, appointment times, and how these can be adapted to reduce stress and anxiety for individuals with autism. Learners may consider examples of stress-reducing activities that are incorporated into routines, such as sensory circuits, exercise, soft play areas and relaxation techniques.</p> <p>Learners could compare examples of good practice in providing autism-friendly environments, for example, Manchester Airport, and the adaptations and adjustments that have been made. They could also conduct an audit on a chosen environment to assess how effectively the needs of people with autism are anticipated and accommodated. This could be presented as a report. Use of photographic evidence could be used to demonstrate the layout of the environment, accompanied by the learner's rationale.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • assignment. 	

Learning outcomes The learner will:	Assessment points The learner must know:
3. Understand how to promote individual positive behavioural support	3.1 Methods used to assess triggers and patterns of behaviour
	3.2 Factors to consider when planning behavioural support
	3.3 Benefits of behavioural support
	3.4 The importance of encouraging individuals to gain insight into behaviour
	3.5 How to reflect on the impact of own behaviour and actions

Achievement descriptor	Explanation
<p>Makes reasoned and balanced conclusions <u>based on the information</u>.</p>	<p>Learners will complete a simulated behavioural support plan based on a case study or individual they support.</p>
<p>Delivery and assessment</p>	
<p>Learners should explore the methods used to assess behaviour, such as observation, keeping a behaviour diary, and questioning the individual and their family/carers. They should demonstrate an understanding of how this is used to identify the events leading up to behaviour (antecedents), details of the behaviour and consequences (ABC).</p> <p>Learners should recognise how a range of factors should be considered, for example, prioritising different aspects of behaviour, individual needs and preferences, how to avoid triggers, resources, staff training and specialist support needed. They should recognise the importance of agreeing protocol for actions to take if the behaviour presents a risk to the individual or others.</p> <p>A behavioural support plan is defined as a document that details the triggers, behaviour and an outline of strategies to prevent and manage behaviour. Learners should detail the benefits to be gained from a proactive, consistent approach shared with all involved and based on an understanding of the antecedents.</p> <p>An understanding of the importance of involving individuals to gain insight into their behaviour should be demonstrated by, for example, helping to develop coping strategies, avoiding triggers and developing control of their behaviour.</p> <p>Learners should be encouraged to develop skills of reflection and recognise the potential impact of their words and actions in relation to behavioural support. They could use models of reflection such as the Reflective Cycle (Gibbs, G. 1988) and explain how this can be applied.</p> <p>Learners could complete a behavioural support plan based on an individual they support, or a tutor-devised case study. This should be accompanied by a commentary justifying the benefits and use of the behavioural support plan and methods of reflection.</p>	
<p>Types of evidence</p>	
<p>Evidence could include a case study.</p>	

Learning outcomes The learner will:	Assessment points The learner must know
4. Understand interventions used in behavioural support	4.1 Models and strategies used in behaviour intervention
	4.2 How to use de-escalation during episodes of behaviour
	4.3 The importance of maintaining the dignity of the individual
	4.4 Sources of information and specialist support

Achievement descriptor	Explanation
Relates information found in <u>different formats</u> from <u>at least two</u> specialist sources commenting on the credibility/value of sources.	Learners will compare models and strategies used in behavioural support using evidence-based sources.
Delivery and assessment	
<p>Learners should be encouraged to investigate a range of strategies that are used in behavioural support. If appropriate, they may refer to proactive and preventive strategies used in their own setting. For example, individual visual timetables, incremental and reward-based approaches, and agreeing achievable goals. Examples of person-centred approaches include the importance of a consistent approach, involving the individual in understanding their own behaviour and developing coping strategies when possible. The following are examples of models that could also be considered: Applied Behaviour Analysis (ABA), The National Autistic Society SPELL framework (Structure, Positive approaches and expectations), Empathy, Low-arousal and Links), TEACCH approach, and SCERTS® model (Social, Communication, Emotional Regulation and Transactional Support).</p> <p>De-escalation techniques should be individualised, and may include removing the influence of triggers, calming and stress reduction, and diversion and distraction techniques.</p> <p>Learners should demonstrate an understanding of why it is important to respect the dignity of individuals during episodes of stress and anxiety, and how this can be maintained.</p> <p>It is important that learners refer to evidence-based sources of support such as NICE guidance (National Institute for Health and Care Excellence) for children and young people [CG170] and for adults [CG142]. Suitable websites that advocate evidence-based interventions include Research Autism www.researchautism.net. Learners should also investigate the role of different professionals who provide specialist support, and services such as Behaviour and Family Support Teams.</p> <p>Learners could compare a range of strategies and models used for behavioural support for individuals with autism. They could relate to strategies used in their own setting or that could be used with an individual they support, or a tutor-devised case study. This could be presented as a report.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • assignment • report. 	

Unit 03: Understand support and management of transitions for individuals with autism



Unit reference	D/615/8343		Unit level	3
Unit hours	Guided learning	28	Mandatory/optional	Mandatory
Unit summary	The aim of this unit is for learners to gain insight into a range of transitions during the lifespan and the implications for individuals with autism. Learners will develop an understanding of how professionals and others can provide support for both short-term and long-term transitions, including from children's to adult's services.			

Learning outcomes The learner will:	Assessment points The learner must know
1. Understand how transitions can affect people with autism	1.1 The range of life events and transitions individuals might experience
	1.2 Challenges that people with autism can have in coping with change
	1.3 Ways individuals can be supported through transitions

Achievement descriptor	Explanation
Identifies effective solutions to complex technical problems.	Learners will describe strategies and resources and how they can be used to ease the transition process.
Delivery and assessment	
<p>Learners should describe a range of transitions that may be experienced throughout the lifespan. They should demonstrate an awareness that both long-term and short-term transitions may be difficult for individuals, and may include life events – short term (such as moving from one activity to another), planned or unplanned, positive and negative. Learners should consider the following types of transition:</p> <ul style="list-style-type: none"> • emotional, affected by personal experience, eg bereavement, entering/leaving care • developmental eg different stages in childhood, developmental stages such as toilet training, moving classes and schools, changes within family life and the home environment • physical eg moving to a new educational establishment, a new home/locality, between a range of care services on a regular basis • physiological eg puberty, long-term medical conditions • intellectual eg moving from one activity to another. <p>Learners should demonstrate an understanding of an individual with autism's need for routine, and the difficulties they can encounter in switching focus from one activity to another, changes in environment, and engaging with different people, structures and routines.</p> <p>Learners should investigate a range of strategies to support individuals with autism to cope with transitions. Short-term strategies include breaking down activities, for example, <i>first/now</i> and <i>then</i>, visual/pictorial timetables, sand timers, pre-warning prompts, and incremental reward-based systems. In relation to long-term transitions, learners should consider social stories, comic strip stories, transition plans, supporting individuals to develop coping strategies for sudden and unexpected change, and counselling.</p> <p>Learners could examine a series of tutor-devised case studies and identify strategies to be used to support individuals and create resources to be used, such as social stories. They could devise a transition plan and commentary to support the use of the resources in easing the transition process. There are opportunities for holistic assessment with 2.5.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • assignment • research. 	

Learning outcomes The learner will:	Assessment points The learner must know
2. Understand how to support young people with autism to make the transition into adulthood	2.1 Factors to consider when planning support for the transition into adulthood
	2.2 Types of support that young people with autism need for the transition into adulthood
	2.3 The role of key agencies and professionals likely to be involved in the transition process
	2.4 Areas of tension and conflict that may arise during the transition to adulthood or adult services
	2.5 How partnership working can help support young people with autism to cope with the transition to adulthood

Achievement descriptor	Explanation
Identifies effective solutions to complex technical problems	Learners will investigate how young people are supported in the transition to adulthood and present the information to other people.
Delivery and assessment	
<p>Learners will need to consider long-term planning using a person-centred approach, taking into account individual choices and expectations. They will need to balance this with the resources and opportunities available.</p> <p>Learners should identify a range of different types of support, including one-to-one support, support for independent living skills, preparation for the transition, managing personal budgets, financial support, and access to employment and education.</p> <p>Key agencies and professionals may include social workers, support workers, agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists and the Citizens Advice Bureau.</p> <p>Learners should consider the tensions that may occur, such as resentment, fear, enforced change, availability of choice, and services being restricted. Different perspectives, priorities and funding issues may be a source of conflict.</p> <p>Transition plans should be agreed with the individual, such as a change from children and young people's services to adult's services. Learners should demonstrate an understanding of how the views of all involved should be considered, sharing information within confidentiality agreements, and working with a multi-disciplinary team and lead professional. They should also consider how young people's experience during transition can be used to plan for future support.</p> <p>Learners may find the following information useful:</p> <ul style="list-style-type: none"> • Care Quality Commission's (CQC) 'From the pond into the sea, children's transition to adult health services' (June 2014) • National Institute for Health and Care Excellence (NICE) 'Transition from children's to adults' services for young people using health or social care services' [NG43] (2016). <p>Learners could research information on managing and supporting transitions and prepare an information guide for individuals and/or their carers. There is scope for some holistic assessment with 1.3 and 2.5.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • assignment. 	

Learning outcomes The learner will:	Assessment points The learner must know
3. Understand how to support individuals with autism into employment	3.1 Ways to support individuals: <ul style="list-style-type: none"> • gaining employment • starting employment • continuing employment
	3.2 Barriers individuals with autism may face in gaining employment
	3.3 Positive outcomes of employment for: <ul style="list-style-type: none"> • individuals • employers
	3.4 Organisations and agencies that support individuals with autism into employment

Achievement descriptor	Explanation
<p>Makes reasoned and <u>balanced</u> conclusions <u>based on the information</u>, ie weighs up pros and cons and then makes a decision and explains why.</p>	<p>Learners will explore and explain the benefits of employing an individual with autism and the support required through recruitment and induction.</p>
<p>Delivery and assessment</p>	
<p>Learners should explore the support schemes available to help individuals with autism gain employment: work schemes and employability programmes, Work Choice and Access to Work for people with disabilities, confidence building and interview coaching, and work experience and social enterprise groups (e.g. Café Autisan in Whalley, Lancashire). Learners should consider the support available once individuals are employed, including reasonable adjustments, induction, and mentoring in the workplace. They would benefit from investigating autism-friendly employers and the adjustments that are in place, training for employers, and how to raise awareness.</p> <p>Learners should demonstrate an awareness of how the under-employment of adults with autism who are able to work reflects the difficulties they have in gaining employment. Barriers include difficulties with the interview and selection process, developing the necessary skills, writing CVs, inability to prove experience/gain experience and dealing with change in routines and the social environment. Other barriers may include expectations of the employer and others, time management and organisational skills.</p> <p>Benefits for individuals include financial independence, job satisfaction, a sense of achievement, self-actualisation, socialisation, inclusion and increased self-worth. Learners should also consider the benefits to the organisation employing an individual with autism, which include characteristics such as attention to detail, preference for routine and structure, reliability, conscientiousness, level of accuracy, a methodical approach and ability to spot errors, good memory, detailed factual knowledge, and high-level technical skills (eg IT). In the wider context, employers can contribute to providing a more diverse workforce and reducing stigma.</p> <p>Learners should consider a range of roles and organisations including careers advisors, Job Centre Plus, the National Autistic Society jobseekers, colleges of further education, and social enterprises that deliver work programmes and include work experience.</p> <p>Learners could explore the support and employment opportunities available for individuals with autism. They could plan and create an information guide to raise awareness of the benefits of employing an individual with autism and how to become an autism-friendly employer.</p>	
<p>Types of evidence</p>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • assignment. 	

Unit 04: Therapeutic interventions and support available for individuals with autism and co-occurring conditions



Unit reference	F/615/8349		Unit level	3
Unit hours	Guided learning	30	Mandatory/optional	Mandatory
Unit summary	In this unit, learners will explore a range of therapeutic interventions and support available to individuals with autism and their families. They will learn about conditions that commonly co-occur with autism and the treatment options available.			

Learning outcomes The learner will:	Assessment points The learner must know
1. Understand the range of therapeutic interventions available to individuals with autism.	1.1 The range of therapeutic interventions
	1.2 The advantages and disadvantages of therapeutic interventions

Achievement descriptor	Explanation
Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.	Learners will describe a range of different therapeutic interventions and the advantages and disadvantages of using each.
Delivery and assessment	
<p>Learners should explore a range of different therapeutic interventions and when each might be used. Examples include sensory activities, rebound therapy, music therapy, speech and language therapy, art therapy, sport, massage, aromatherapy, and occupational physiotherapy.</p> <p>Learners should be encouraged to consider the benefits of different interventions such as opportunities for social interaction, decreased anxiety, developing inner core strength, balance, therapeutic value, sensory stimulation, self-regulation, physical contact and improved circulation/digestion. They should also consider disadvantages of some interventions, which may include cost, increased anxiety, sensory overload, pain or fear.</p> <p>Learners could investigate a range of different therapeutic interventions available and present their findings in a report outlining their advantages and disadvantages. They could identify circumstances when each would be beneficial for an individual.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • report. 	

Learning outcomes The learner will:	Assessment points The learner must know
2. Understand the services available to individuals with autism and their families	2.1 Local and national statutory services
	2.2 Voluntary and independent services and facilities
	2.3 Barriers to accessing services
	2.4 Ways to overcome barriers to accessing services

Achievement descriptor	Explanation
<p>Makes reasoned and <u>balanced</u> conclusions <u>based on the information</u>, ie weighs up pros and cons and then makes a decision and explains why.</p>	<p>Learners will review local services and facilities and assess their accessibility and provision.</p>
<p>Delivery and assessment</p>	
<p>A range of statutory services should be considered including schools provision (specialist and mainstream), housing, access to health services and access to professionals such as social workers, speech therapists and specialist Teachers. Learners should identify specific local and national services and describe the provision they offer.</p> <p>Learners should evaluate local and national organisations and their provisions and facilities for individuals with autism, such as sport and leisure facilities, cinemas and theatres. Services such as day-care provision, after-school provision and child minding should also be included. They should also consider support for families including self-help/support groups, counselling, benefits and financial advice. Services available to the general population (not specialist services) such as banking, health, leisure, transport and retail should also be included.</p> <p>Learners should demonstrate an understanding of some of the barriers that individuals may encounter when accessing services. Examples may relate to the service, and could include a lack of awareness or understanding of staff, fear, the environment, processes and systems, and communication/interaction. Individuals may also experience fear and increased anxiety, which may deter them from accessing an environment that is unfamiliar.</p> <p>Different strategies that can be used to overcome barriers should be considered. Suggestions should include longer appointment times, appointments at quieter times, home visits, quiet waiting rooms, adapting communication, presenting information in a visual format, managing professional expectations, staff training and accommodating a carer/advocate.</p> <p>Learners could review the range of services and facilities available to individuals with autism in their locality and identify any gaps in provision. They could also identify potential barriers to accessibility and how these should be overcome.</p>	
<p>Types of evidence</p>	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • assignment. 	

Learning outcomes The learner will:	Assessment points The learner must know:
3. Understand co-occurring conditions and their treatment	3.1 A range of conditions that may co-occur with autism including: <ul style="list-style-type: none"> • mental health problems • learning disability • epilepsy
	3.2 The difficulties in distinguishing co-occurring conditions from autism
	3.3 Treatments and interventions used for co-occurring conditions

Achievement descriptor	Explanation
Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.	Learners will describe a range of conditions that may co-occur with autism and describe the treatments and interventions available.
Delivery and assessment	
<p>Learners should investigate a range of conditions that may co-occur with autism. Some examples of mental health problems that commonly occur with autism include depression, obsessive compulsive disorder (OCD) and anxiety disorders, though this list is not exhaustive.</p> <p>Learners should also consider conditions such as learning disability, including an understanding of the terms used to indicate the differences that occur; for example, 'moderate learning disability' (MLD), 'severe learning disability' (SLD) and 'profound and multiple learning disability' (PMLD). An awareness of how epilepsy and other neurodevelopmental conditions, such as attention deficit hyperactivity disorder (ADHD), can commonly occur with autism should be demonstrated. Learners should identify their prevalence in relation to autism.</p> <p>Learners should consider the difficulties with diagnosing and identifying other conditions and how they are frequently under-recognised in autism. Diagnosing other conditions may be complicated due to communication barriers, and situations in which autism masks the symptoms.</p> <p>Learners should demonstrate an understanding of the treatments and medication that may be prescribed for co-existing conditions such as anxiety, depression and epilepsy. They should be aware of treatment regimes and methods of administering medication. Learners should also be aware of a range of therapies available for treatment of the co-occurring conditions, such as counselling, cognitive behavioural therapy (CBT) and the NICE pathways.</p> <p>Learners could research conditions, how they are recognised, and treatments and medication used to relieve the symptoms, presenting their findings in a report. Useful sources include NICE guidance (National Institute for Health and Care Excellence) for children and young people with autism [CG170] and for adults with autism [CG142], and the National Autistic Society (NAS) www.autism.org.uk.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • report. 	

Unit 05: Communication and social interaction with individuals with autism

Unit reference	A/615/8351		Unit level	3
Unit hours	Guided learning	30	Mandatory/optional	Mandatory
Unit summary	This unit will help learners to develop an understanding of the differences in social interaction and communication in autism. They will explore how to develop skills and a range of strategies and aids that can be used to support social interaction and communication for individuals with autism.			

Learning outcomes The learner will:	Assessment points The learner must know
1. Understand differences in social interaction and communication associated with autism	1.1 The stages and pattern of development for communication and social interaction
	1.2 The potential effects of autism on the ability to communicate and interact
	1.3 The range of difficulties with communication and social interaction associated with autism
	1.4 How co-occurring conditions might affect communication and social interaction

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.</p> <p>Uses technical terms to explain a <u>wide range</u> of <u>sophisticated knowledge</u>, theories and concepts.</p>	<p>Learners will research the stages necessary to develop the ability to communicate and interact.</p>
Delivery and assessment	
<p>Learners will need to consider an overview of the stages and abilities necessary for communication and social interaction. They should be encouraged to look at related aspects of development, such as play, speech and language. Learners would find it useful to consider pre-intentional and intentional communication, and the four stages of communication defined by the Hanen Program, in relation to autism.</p> <p>Learners should demonstrate awareness of the variations that can occur on the autism spectrum. They should explain how autism may delay speech, language and social development, or explain how difficulties with understanding how other people think and feel may affect the ability and motivation to interact.</p> <p>Difficulties vary according to the individual, and learners should be able to describe a range of difficulties. These could include the absence of language (non-verbal), difficulties understanding what is said and/or formulating a reply, the literal interpretation of language, and difficulties predicting the reactions of others.</p> <p>Learners should investigate how co-occurring conditions such as verbal dyspraxia, learning disability and attention deficit hyperactivity disorder (ADHD) might affect communication and social interaction.</p> <p>Learners could investigate stages of development and the effects of autism on social interaction and communication. They could collate their findings and present the information to others.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • presentation. 	

Learning outcomes The learner will:	Assessment points The learner must know:
2. Understand how own communication can be adapted to support positive interactions and communication with individuals with autism	2.1 Factors that should be considered when communicating with an individual with autism
	2.2 How to facilitate a person-centred approach
	2.3 The potential impact of the environment on communication
	2.4 How the behaviour and attitude of others can affect an individual with autism
	2.5 Ways to adapt own communication to promote positive interaction

Achievement descriptor	Explanation
<p>Makes reasoned and balanced conclusions <u>based on the information</u>.</p>	<p>Learners will evaluate a range of communication strategies and approaches based on information available.</p>
<p>Delivery and assessment</p>	
<p>Learners should explore a range of factors such as the individual's communication preferences, stage of communication, interests and individual profile.</p> <p>Ways to facilitate a person-centred approach include sharing information about the individual's communication needs and preferences, and their stage of communication. This may be recorded in a communication passport or personal profile. Learners should also be aware of individual differences: for example, the discomfort that some individuals might experience with eye contact, and how to adapt communication with them accordingly. With the increasing use of technology, it would be particularly beneficial for learners to review how technology is used to support communication and learning both at home and in educational settings. Learners could explore the use of tablets and the range of apps available to support communication and learning for individuals with autism both at home and in an educational setting.</p> <p>Learners should demonstrate an understanding of the importance of providing a conducive environment which is low arousal, free from distractions and provides privacy as appropriate. Some factors, such as the impact of an unfamiliar environment, are not necessarily preventable, but learners need to be aware of the potential effects.</p> <p>Although learners should recognise the importance of the physical environment, they should consider all aspects of the environment, including the behaviour and attitudes of others in contributing to an autism-friendly atmosphere.</p> <p>Learners should include details of a range of positive strategies, including use of language, gestures and posture. Examples of strategies for verbal communication include limiting words used, speaking slowly, using pauses, and giving time for the individual to process information and formulate a reply. Learners should also explore ways to encourage interaction with individuals who may not communicate verbally, such as mirroring or imitating behaviour, and positive reinforcement of any responses. Learners should demonstrate awareness that strategies should be adapted for each individual according to their communication needs and preferences.</p> <p>Learners could devise a personal profile or communication passport based on either a fictional individual with autism or an individual they support, including factors that affect communication/interaction and strategies to be used. This could be accompanied by an evaluation of different strategies and approaches to be used in different circumstances.</p>	
<p>Types of evidence</p>	
<p>Evidence could include research.</p>	

Learning outcomes The learner will:	Assessment points The learner must know:
3. Understand a range of strategies and aids used to support communication and social interaction for individuals with autism	3.1 The purpose of augmentative and alternative communication (AAC)
	3.2 How different forms of AAC are used to promote communication and social interaction
	3.3 A range of strategies that can be used to support communication and interaction
	3.4 The role of specialists in promoting communication and social interaction

Achievement descriptor	Explanation
Supports <u>all</u> points with sophisticated examples and <u>some</u> appropriate comparisons.	Learners will compare examples and effective use of AAC for supporting communication and social interaction.
Delivery and assessment	
<p>Learners should recognise the purpose of AAC as forms of communication other than speech used to support social interaction and communication.</p> <p>Learners should compare a range of forms of AAC including picture exchange communication systems (PECS), Makaton, symbols, communication books, visual cues, music and song cues. Examples of assistive technology include voice output communication aids (VOCA). There is scope for holistic assessment with 2.2 where learners have the opportunity to explore the use of different apps for individuals with autism.</p> <p>Learners should consider how a range of aids and strategies can be used to encourage social interaction such as, Social Stories, comic strip stories and pictures/symbols. They should be encouraged to think about how to take advantage of a range of opportunities for social interaction; for example, by looking at family photos or engaging with an individual's special interests.</p> <p>Whilst speech and language therapists are key professionals involved in supporting communication and social interaction, other professionals such as teaching, learning support, SEN and behavioural staff may provide support for individuals.</p> <p>Learners could evaluate a range of different forms of AAC, including the benefits and appropriate use for each, and present this in a guide to be used when selecting strategies to promote communication and social interaction.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • presentation. 	

Unit 06: Safeguarding and resilience in autism

Unit reference	J/615/8353		Unit level	3
Unit hours	Guided learning	32	Mandatory/optional	Mandatory
Unit summary	In this unit, learners will develop an understanding of how individuals with autism may be vulnerable, and the support worker's role and responsibilities relating to safeguarding according to legislative requirements. Learners will explore different ways to support individuals to develop resilience and may wish to contextualise their focus as applicable to the individuals they support (eg children, young people or adults) where indicated.			

Learning outcomes The learner will:	Assessment points The learner must know
1. Understand how to raise concerns about potential or actual harm, abuse or exploitation	1.1 Safeguarding concerns relating to individuals with autism
	1.2 Factors that make individuals with autism vulnerable to harm, abuse or exploitation
	1.3 Indicators of abuse or harm
	1.4 The actions to take if a concern, disclosure or allegation arises

Achievement descriptor	Explanation
Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.	Learners will describe a range of safeguarding concerns and actions to be taken.
Delivery and assessment	
<p>Learners should be able to recognise a range of safeguarding concerns that are specific to individuals with autism, highlighting how these concerns might be different for children/young people and adults. Examples include exploitation, bullying, self-injurious behaviour, online safety, discrimination, restrictive interventions, unsafe practices, nutritional deficiencies and mental ill-health (eg anxiety, depression).</p> <p>The range of different factors should be considered. Learners should be aware of factors such as difficulty in predicting outcomes and a lack of awareness of danger. Difficulties with understanding other people and reading emotions may prevent individuals from recognising tension or conflict. Individuals may draw unwelcome attention through disinhibited behaviour or through not conforming to social boundaries and norms. Some individuals' behaviour may present challenges to others who respond inappropriately, for example with restraint or sanctions. Individuals who do not communicate verbally may be particularly vulnerable. Discrimination may occur advertently or inadvertently due to a lack of understanding of others.</p> <p>Indicators include a combination of the signs, symptoms, circumstances and behaviour that could indicate that the individual is at risk from or is experiencing actual harm, abuse or exploitation.</p> <p>Learners should demonstrate an understanding of their responsibility to act if they have concerns about an individual's wellbeing. They will need to be able to recognise when an individual is at risk from harm, abuse or exploitation. They should be aware of the procedures to follow when risk of harm, abuse or exploitation is suspected, witnessed or alleged, and the limits of the worker's role. Learners should be aware of lines of reporting within an organisation, designated safeguarding officers and when and how to whistle blow.</p> <p>Learners could produce guidance to inform people of how to recognise safeguarding concerns and actions to take in the event of any concerns.</p>	
Types of evidence	
Evidence could include research.	

Learning outcomes The learner will:	Assessment points The learner must know:
2. Understand how to support the health, safety and well-being of individuals	2.1 How to develop an individual's understanding of self-protection
	2.2 What is meant by resilience
	2.3 Skills and attitudes necessary for resilience
	2.4 The role of advocacy in well-being and protection
	2.5 The importance of working in partnership with individuals, families, carers and advocates
	2.6 The importance of individuals being able to express comments and complaints

Achievement descriptor	Explanation
<p>Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts</p> <p>Uses technical terms to explain a <u>wide range</u> of <u>sophisticated knowledge</u>, theories and concepts.</p>	<p>Learners will explain how individuals can be supported to develop an understanding of how to safeguard their well-being.</p>
<p>Delivery and assessment</p>	
<p>Learners should consider topics appropriate to different individuals, such as road safety, safe internet use, positive relationships, money management, bullying, and exploitation. They could explore different ways to promote awareness, such as using social stories, drama therapy, videos, buddy and mentor systems, and blogs. Positive risk-taking can help to develop an individual's experience and confidence in different situations.</p> <p>Learners should be able to provide a definition of resilience in relation to supporting individuals with autism to safeguard their wellbeing.</p> <p>A range of skills and attitudes should be considered, such as self-awareness, assertiveness and self-confidence. A positive approach to demands and challenges, and recognition of when demands are beyond limitations, can help to reduce stress levels. Learners should also look at healthy and unhealthy coping strategies and how individuals may be able to develop adaptability to change. In addition, learners should have recognition of what is involved in positive relationships, theories of power and control (coercive power), and assertiveness. A relevant key piece of legislation relating to this is the Domestic Abuse Act 2021.</p> <p>Learners should develop an understanding of the different types of advocacy, including self-advocacy, independent advocacy, peer advocacy and citizen advocacy. They should include situations when advocacy services should be available and the legal requirements under the Mental Capacity Act 2005 and the Care Act 2014.</p> <p>Learners should be aware of why it is important to work with individuals, their families and advocates to promote the well-being of individuals. They should be encouraged to think about consistency of approach, sharing information for safe and effective care, and sharing expertise.</p> <p>Learners should demonstrate understanding of the importance of individuals being able to have a voice. This should include an effective and accessible comments and complaints procedure, and a demonstration of how it can contribute to safeguarding individuals. They should look at the different ways individuals can be encouraged to express their views and experiences of the service and support they receive.</p> <p>Learners could design a guide for individuals, their families and carers to provide information about safeguarding, self-protection and resilience. Learners may wish to contextualise according to the profile of the individuals they may support, for example, children, young people or adults.</p>	

Types of evidence

Evidence could include:

- research
- assignment.

Learning outcomes The learner will:	Assessment points The learner must know
3. Understand how the legislative framework safeguards children, young people and adults with autism	3.1. The current legislative framework that underpins the safeguarding of children, young people and adults with autism
	3.2. Local systems for safeguarding individuals
	3.3. Reviews of failures to safeguard individuals with autism

Achievement descriptor	Explanation
Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.	Learners will describe how individuals should be protected by legislation and analyse a review of failings.
Delivery and assessment	
<p>Learners should demonstrate an understanding of the legislative frameworks for children and young people. This should include the Children Act 2004, Education Act 2002, Children and Young Persons Act 2008, and Children and Families Act 2014, including the single assessment process, and Education, Health and Care (EHC) Plans to support children, young people and their families from birth to 25 years. In relation to adults, learners should consider the Care Act 2014, in particular the principle of wellbeing and the provision for safeguarding. They could also look at the role of regulating bodies such as the Care Quality Commission in maintaining standards of safe and effective care.</p> <p>The Children Act 1989 enshrines all children's rights, The Children and Social Work Act 2017 as brought about changes to investigations of safeguarding to Child Safeguarding Practice Reviews (SPR's).</p> <p>Learners should explore the role of external agencies and professionals relevant to the safeguarding of children, young people and adults with autism.</p> <p>Learners should investigate a case review involving different services and professionals that have failed to safeguard the safety and wellbeing of individuals with autism. This may include a high-profile inquiry such as Winterbourne View, though learners would benefit from exploring child safeguarding practice reviews and safeguarding adults reviews involving a range of professionals whose role may involve contact with individuals with autism. Learners should explore how professionals and organisations can learn from mistakes and failings to improve practice.</p> <p>Learners could produce a report outlining the key points of current legislation and how these should safeguard adults, children and young people. The report should include an analysis of Child Safeguarding Practice Reviews, Safeguarding Adults Reviews and the recommendations arising from it. Learners may wish to contextualise according to the profile of the individuals they may support, for example, children, young people or adults.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • report. 	

Learning outcomes The learner will:	Assessment points The learner must know:
4. Understand how and when restrictive practices might be used within legal guidelines	4.1. What is meant by restrictive practices
	4.2. Ways of working to minimise restrictive practices.
	4.3. Situations when restrictive interventions may be indicated
	4.4. Impact of restrictive interventions

Achievement descriptor	Explanation
Describes issues of current practice, <u>using</u> appropriate <u>specialist language</u> in context.	Learners will explain how and when restrictive intervention might be indicated and the legal guidance that must be adhered to.
Delivery and assessment	
<p>Learners should identify what is meant by restrictive practices, including restraint and 'hidden restraint'. Examples include using locks or keypads to restrict access in and out of buildings; use of medication to 'control' behaviour; close supervision inside or outside; use of isolation; restricting contact with friends or family, even when this could be harmful; removing items from possession that could cause harm; threatening restraint for certain behaviours; placement in a setting against an individual's or family's wishes; and wheelchair or vehicle restraints.</p> <p>Learners should think about the risk assessment process and positive risk taking. They should also consider the importance of working with individuals, their families and advocates, and how person-centred practices can contribute to minimising the use of restrictive practices.</p> <p>Learners should demonstrate an understanding of the legal requirements in relation to restrictive interventions (Mental Capacity Act 2005/Deprivation of Liberty Safeguards 2007). These include the requirements that restrictive intervention can only be used as a last resort, must be the least restrictive intervention, must be proportionate, and in the individual's best interests. Learners should be aware of the importance of mandatory training requirements for staff and protocols agreed with professionals according to individual behaviour plans. Learners should also consider the importance of organisational procedures, clearly defined support roles, boundaries and limits.</p> <p>The impact on the dignity, safety and well-being of the individual should be considered in relation to any restrictive intervention. This includes the potential physical and psychological effects and how ongoing relationships between the individual and care workers could be affected. Learners should also consider wider implications such as the effect on the culture of the setting.</p> <p>Learners could produce a report in which they define what is meant by restrictive practices and, using examples, explain situations when they might be used within legal guidelines. They could relate to case studies to demonstrate ways of working to minimise the use of restrictive interventions and the potential consequences of their use.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report • assignment. 	

Section 4: Assessment and quality assurance information

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 different learning styles and 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 Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which 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"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes

I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	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 Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Requirements for Internal Quality Assurers

All those who internally quality assure this must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, **or**
 - the Level 3 Certificate in Assessing Vocational Achievement, **or**
 - A1 Assess candidate performance using a range of methods, **or**
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, **or**
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, **or**
 - V1 Conduct Internal Quality Assurance of the Assessment Process, **or**
 - D34 Internally Verify the Assessment Process

- show current evidence of continuing professional development in assessment and quality assurance.

Staffing requirements

Centres delivering any of NCFE's qualifications 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 anticipated 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 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 the delivery of the qualification, although they must remain separate from the teaching of the unit. Internal assessment does 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. See the guidance on sampling on our website www.ncfe.org.uk.

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

This section refers to useful documents that can be found in the members area of www.ncfe.org.uk, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

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.

- Evidence Record
- Record of Assessment Cycle

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

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

The forms and guidance documents can be found on the NCFE website.

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.

Resources

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.

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Version 3.4 November 2023

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

Qualification title and reference number:

NCFE CACHE Level 3 Certificate in Understanding Autism QRN: 603/1935/5

Publication date

Version 1.0	September 2017
Version 2.0	October 2017
Version 3.0	September 2018
Version 3.1	February 2020
Version 3.2	June 2022
Version 3.3	June 2023
Version 3.4	November 2023

Publisher

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