



# Qualification Specification

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

## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 3 Certificate in Understanding Autism</b>		
<b>Ofqual qualification number (QN)</b>	603/1935/5	<b>Aim reference</b>	60319355
<b>Guided learning hours (GLH)</b>	189	<b>Total qualification time (TQT)</b>	230
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	<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"> <li>• how to adopt a positive approach to supporting autistic individuals</li> <li>• the current legislative framework relating to autistic individuals and how different theories have developed over time</li> <li>• how to support and manage transitions for autistic individuals the range of therapeutic interventions and support available for autistic individuals and co-occurring conditions</li> <li>• how to support communication and social interaction for autistic individuals</li> <li>• how to develop an understanding of how autistic individuals may be vulnerable and the support worker's role and responsibilities relating to safeguarding according to legislative requirements</li> </ul> <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 which can be found on their website.</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	This is a knowledge-only qualification. Work/industry placement experience is not required.		

<b>UCAS</b>	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.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/1935/5.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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## Summary of changes

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

Version	Publication date	Summary of amendments
v3.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v3.2	June 2022	<p>Information added to advise about <a href="#">terminology in relation to autism</a> within the specification.</p> <p>Information added to the guidance for entry and registration requirements/recommendations section to advise that <a href="#">registration</a> 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 <a href="#">assessment evidence</a> presented for external quality assurance must be in English.</p> <p>Information added to the mandatory documents section about how to access <a href="#">support handbooks</a>.</p> <p>Unit 6 – <a href="#">Domestic Abuse Act 2021</a> 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 <a href="#">UCAS</a> added to About this qualification, Qualification Summary.
v3.4	November 2023	Updated formatting to titling and subtitling with subsequent table of contents amend.
v4.0	January 2025	<p>All content has been added to the new Qualification Specification template. Terminology has been updated throughout and there are also minor changes to wording. See below for details of which sections, unit titles, learning outcomes (LOs), assessment points, achievement descriptors, range and delivery and assessment guidance has been amended.</p> <ul style="list-style-type: none"> <li>• <a href="#">Qualification purpose</a></li> <li>• <a href="#">Progression</a> routes</li> <li>• <a href="#">Unit 01</a>: <ul style="list-style-type: none"> <li>○ added range to assessment points 1.1, 2.1, 2.2, 2.3, 2.4, 3.1 and 4.1</li> <li>○ all range updated to reflect historical diagnoses and current terminology</li> <li>○ no delivery and assessment guidance</li> </ul> </li> <li>• <a href="#">Unit 02</a>:</li> </ul>

		<ul style="list-style-type: none"> <li>○ unit title and unit summary amended</li> <li>○ added range to assessment points 1.1, 1.3, 1.4, 1.6, 2.3, 3.1, 3.2, 3.5, 4.1 and 4.4</li> <li>○ wording amended across the range</li> <li>○ website added to range 4.4</li> <li>○ delivery and assessment guidance added</li> <li>● <a href="#">Unit 03:</a> <ul style="list-style-type: none"> <li>○ unit title, unit summary, LOs and achievement descriptors amended</li> <li>○ added range to assessment points 1.1, 1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 and 3.4</li> <li>○ assessment point 1.3 wording amended</li> <li>○ wording amended across the range</li> <li>○ no delivery and assessment guidance</li> </ul> </li> <li>● <a href="#">Unit 04:</a> <ul style="list-style-type: none"> <li>○ unit title, LOs and achievement descriptors amended</li> <li>○ added range to assessment points 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 and 3.3</li> <li>○ no delivery and assessment guidance</li> </ul> </li> <li>● <a href="#">Unit 05:</a> <ul style="list-style-type: none"> <li>○ unit title, LO2 and LO3 and achievement descriptors amended</li> <li>○ added range to assessment points 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3 and 3.4</li> <li>○ assessment point 1.2 wording amended</li> <li>○ wording amended across the range</li> <li>○ no delivery and assessment guidance</li> <li>○ added knowledge-only star to the unit</li> </ul> </li> <li>● <a href="#">Unit 06:</a> <ul style="list-style-type: none"> <li>○ LO3 and achievement descriptor wording amended</li> <li>○ added range to assessment point 1.1, 1.2, 1.4, 2.1, 2.3, 2.4, 2.6, 3.1, 3.3, 4.1, 4.3 and 4.4</li> <li>○ wording amended across the range</li> <li>○ amended date of the Education Act 2011</li> <li>○ no delivery and assessment guidance</li> <li>○ added knowledge-only star to the unit</li> </ul> </li> <li>● <a href="#">Mandatory units</a> <ul style="list-style-type: none"> <li>○ amended with new unit titles</li> <li>○ added knowledge-only stars to all units</li> <li>○ amended spelling of 'occurring' in unit 4's unit title</li> </ul> </li> </ul>
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## Section 1: introduction

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

### Aims and objectives

This qualification aims to:

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

The objective of this qualification is to:

- progress within employment in a variety of sectors and in a number of job roles where an understanding of autism and knowledge of how to support autistic individuals is required

### Support Handbook

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

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

### Guidance for entry and registration

This qualification is designed for learners who wish to increase their knowledge and understanding of autism.

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

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

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

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

## Achieving this qualification

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

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

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

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - healthcare
  - social care
  - leisure
  - education
  - early years
  - nursing
  - voluntary
- further education:
  - Level 3 Certificate in Preparing to Work in Adult Social Care
  - Level 3 Diploma in Adult Care
  - Level 3 Diploma for Residential Childcare (England)
  - Level 3 Diploma in Healthcare Support
  - Level 4 Diploma in Adult Care
  - Level 3 Certificate in Supporting Teaching and Learning
  - Level 3 Diploma in Supporting Teaching and Learning
  - Level 4 Certificate in Education and Training

## Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods



## **Resource requirements**

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

## **Real work environment (RWE) requirement/recommendation**

This is a knowledge-only qualification. Experience in the RWE is not required.

## **Work/industry placement experience**

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

## **How the qualification is assessed**

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

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

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

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

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

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

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

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

## Unit 01 Autism in context (R/615/8338)



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 autistic individuals.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>33 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment points The learner must know:
1. Understand the historical context of autism	1.1 How the understanding of autism has <b>changed over time</b> , to include: <ul style="list-style-type: none"> <li>• <b>history</b></li> <li>• <b>theories</b></li> <li>• treatments and interventions</li> </ul>
2. Understand the diagnosis and characteristics of autism	2.1 The range of possible <b>diagnoses</b> and autism profiles
	2.2 <b>Factors</b> that influence diagnosis
	2.3 <b>Advantages and disadvantages</b> of diagnosis for the individual and their family
	2.4 The range of <b>characteristics</b> that may occur on the autism spectrum
3. Understand the legislative framework applicable to autism	3.1 How different aspects of <b>legislation and guidance</b> apply to: <ul style="list-style-type: none"> <li>• education</li> <li>• care and support</li> <li>• equality, diversity and inclusion</li> <li>• interventions</li> </ul>
4. Understand how autism is represented in society	4.1 <b>Representations</b> of autism in: <ul style="list-style-type: none"> <li>• media</li> <li>• arts and culture</li> </ul>
	4.2 How these representations might influence: <ul style="list-style-type: none"> <li>• public perception</li> <li>• individuals</li> </ul>

Achievement descriptors	Explanation
1. Understand the historical context of autism	
Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.	Learners will consider a range of case studies to interpret different types of behaviour and answer related questions.
Describes issues of current practice using appropriate specialist language in context.	
2. Understand the diagnosis and characteristics of autism	

Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts. Describes issues of current practice, using appropriate specialist language in context.	Learners will compare examples of good practice in minimising stress and anxiety and providing an autism-friendly environment.
<b>3. Understand the legislative framework applicable to autism</b>	
Describes issues of current practice using appropriate specialist language in context.	Learners will investigate relevant aspects of legislation and present it in a format explaining the application.
<b>4. Understand how autism is represented in society</b>	
Relates information found in different formats from at least two specialist sources, commenting on the credibility/value of sources.	Learners will review and compare different representations of autism.

<b>Range</b>
<b>1. Understand the historical context of autism</b>
<p><b>1.1 Changed over time:</b></p> <p>Learners should consider previous and changing attitudes that relate to the causes of autism such as environmental factors, bad parenting and the measles, mumps and rubella (MMR) vaccine controversy. 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.</p> <p><b>1.1 History:</b></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><b>1.1 Theories</b> of autism include Kanner, Asperger (a historical diagnosis), 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>
<b>2. Understand the diagnosis and characteristics of autism</b>
<p><b>2.1 Diagnoses:</b></p> <p>Learners should be aware of the range of diagnoses (including historical 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 classic or Kanner autism, atypical autism, demand-avoidant profile and savant. Learners should be aware of the current diagnostic manuals in relation to different diagnoses of autism.</p> <p><b>2.2 Factors</b> may include 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. Learners should also be aware of guidance and quality standards relevant to diagnosis of autism.</p>

Range
<p><b>2.3 Advantages and disadvantages:</b></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 challenges. 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><b>2.4 Characteristics:</b></p> <p>Learners should include core characteristics that are included on the autism spectrum. Examples include differences 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><b>3. Understand the legislative framework applicable to autism</b></p>
<p><b>3.1 Legislation and guidance:</b></p> <p>Learners should demonstrate an understanding of how the current legislative framework applies to autistic individuals in relation to each of the different aspects specified. This could include:</p> <ul style="list-style-type: none"> <li>• Children and Families Act 2014</li> <li>• Special Educational Needs and Disability Act (SENDA) 2001</li> <li>• Special Educational Needs and Disability Regulations 2014</li> <li>• Autism Act 2009</li> <li>• Mental Capacity Act 2005</li> <li>• SEND Code of Practice 2015</li> <li>• Equality Act 2010</li> <li>• Mental Health Act 1983, 2007</li> </ul> <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><b>4. Understand how autism is represented in society</b></p>
<p><b>4.1 Representations:</b></p> <p>Learners should explore a range of different representations of autistic individuals 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 and The Imitation Game.</p> <p>Learners should evaluate the influence these representations may have in relation to public perception and for autistic individuals. They may access blogs that are made by autistic individuals or autistic celebrities or reviews on social media where programmes/books are discussed.</p>
<p><b>Delivery and assessment guidance</b></p>
<p>No delivery and assessment guidance for this unit.</p>

## Unit 02 Positive behavioural support for autistic individuals (Y/615/8342)



Unit summary			
This unit is about adopting a positive approach to supporting autistic individuals to understand their behaviour. Learners will explore factors that influence behaviour, the impact of behaviour, and strategies and approaches that are effective in providing support.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>36 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment points The learner must know:
1. Understand behaviour within the context of autism	1.1 The <b>range of behaviours</b> 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"> <li>• <b>intrinsic</b></li> <li>• <b>extrinsic</b></li> </ul>
	1.4 The importance of differentiating between behaviour that challenges <b>social norms</b> and <b>expectations</b>
	1.5 The impact of an individual's behaviour on self and others
2. Understand how to promote an accessible environment for autistic individuals	1.6 How behaviour can contribute to an individual's <b>vulnerability</b>
	2.1 The importance of a proactive approach
	2.2 How to anticipate and meet the needs of autistic individuals
3. Understand how to promote individual positive behavioural support	2.3 <b>Ways to reduce stress and anxiety</b> for autistic individuals
	3.1 <b>Methods</b> used to assess triggers and patterns of behaviour
	3.2 <b>Factors</b> to consider when planning behavioural support
	3.3 Benefits of behavioural support
	3.4 The importance of encouraging individuals to gain insight into behaviour
4. Understand interventions used in behavioural support	3.5 How to <b>reflect</b> on the impact of own behaviour and actions
	4.1 <b>Models and strategies</b> 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 <b>Sources of information</b> and specialist support

Achievement descriptors	Explanation
1. Understand behaviour within the context of autism	
Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.	Learners will consider a range of case studies to interpret different types of behaviour and answer related questions.
Makes reasoned and balanced conclusions based on the information.	
2. Understand how to promote an accessible environment for autistic individuals	

Supports all points with sophisticated examples and some appropriate comparisons.	Learners will compare examples of good practice in minimising stress and anxiety and providing an autism-friendly environment.
<b>3. Understand how to promote individual positive behavioural support</b>	
Makes reasoned and balanced conclusions based on the information.	Learners will complete a simulated behavioural support plan based on a case study or individual they support.
<b>4. Understand interventions used in behavioural support</b>	
Relates information found in different formats from at least two specialist sources commenting on the credibility/value of sources.	Learners will compare models and strategies used in behavioural support using evidence-based sources.

<b>Range</b>
<b>1. Understand behaviour within the context of autism</b>
<p><b>1.1 Range of behaviours:</b></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; challenges with or inappropriate social interaction; self-injurious behaviour; disinhibited behaviour and learned behaviour.</p> <p><b>1.3 Intrinsic and extrinsic</b></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 differences, lack of awareness of danger, approaching social situations differently, 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><b>1.4 Social norms and expectations</b></p> <p>It is important for learners to recognise the difference between behaviour that can be potentially disabling or harmful, and behaviour that challenges social norms and expectations but 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 influences on the family and carers.</p> <p><b>1.6 Vulnerability:</b></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, challenges with social interaction, disinhibited behaviour causing offence, or an individual's response to anxiety or sensory overload, can often be perceived as misbehaviour.</p>
<b>2. Understand how to promote an autism-friendly environment</b>
<b>2.3 Ways to reduce stress and anxiety:</b>



<b>Range</b>
<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 autistic individuals. 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>
<b>3. Understand how to promote individual positive behavioural support</b>
<p><b>3.1 Methods:</b></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><b>3.2 Factors</b> may include prioritising different aspects of behaviour, individual needs and preferences, how to avoid triggers, resources, staff training and specialist support needed</p> <p><b>3.5 Reflect:</b></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>
<b>4. Understand interventions used in behavioural support</b>
<p><b>4.1 Models and strategies:</b></p> <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: the National Autistic Society SPELL (Structure, Positive approaches and expectations, Empathy, Low arousal and Links) framework, SCERTS® (Social, Communication, Emotional Regulation and Transactional Support) Model.</p> <p><b>4.4 Sources of information:</b></p> <p>It is important that learners refer to evidence-based sources of support such as NICE (National Institute for Health and Care Excellence) guidance for children and young people [CG170] and for adults [CG142]. Learners should also investigate the role of different professionals who provide specialist support, and services such as Behaviour and Family Support Teams. Other useful websites include the Autism Education Trust and Autistic Self Advocacy Network (ASAN).</p>

**Delivery and assessment guidance**

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 autistic individuals 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.

## Unit 03 Understand support and management of transitions for autistic individuals (D/615/8343)



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 autistic individuals. Learners will develop an understanding of how professionals and others can provide support for both short-term and long-term transitions, including child and adult services.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>28 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment points The learner must know:
1. Understand how transitions can affect autistic individuals	1.1 The range of <b>life events and transitions</b> individuals might experience
	1.2 Challenges that autistic individuals can have in coping with change
	1.3 <b>Strategies</b> that can support autistic individuals through transitions
2. Understand how to support young autistic individuals to make the transition into adulthood	2.1 Factors to consider when planning support for the transition into adulthood
	2.2 <b>Types of support</b> that young autistic individuals need for the transition into adulthood
	2.3 The <b>role of key agencies and professionals</b> likely to be involved in the transition process
	2.4 Areas of <b>tension and conflict</b> that may arise during the transition to adulthood or adult services
	2.5 How <b>partnership working</b> can help support young autistic individuals to cope with the transition to adulthood
3. Understand how to support autistic individuals into employment	3.1 Ways to <b>support</b> individuals: <ul style="list-style-type: none"> <li>gaining employment</li> <li>starting employment</li> <li>continuing employment</li> </ul>
	3.2 <b>Barriers</b> autistic individuals may face in gaining employment
	3.3 <b>Positive outcomes</b> of employment for: <ul style="list-style-type: none"> <li>individuals</li> <li>employers</li> </ul>
	3.4 <b>Organisations and agencies</b> that support autistic individuals into employment

Achievement descriptors	Explanation
1. Understand how transitions can affect autistic individuals	
Identifies effective solutions to complex technical problems.	Learners will describe strategies and resources and how they can be used to ease the transition process.
2. Understand how to support young autistic individuals to make the transition into adulthood	

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.
<b>3. Understand how to support autistic individuals into employment</b>	
Makes reasoned and balanced conclusions based on the information, such as weighs up pros and cons and then makes a decision and explains why.	Learners will explore and explain the benefits of employing an autistic individual and the support required through recruitment and induction.

<b>Range</b>
<b>1. Understand how transitions can affect autistic individuals</b>
<p><b>1.1 Life events and transitions:</b></p> <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 challenging 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"> <li>• emotional, affected by personal experience, for example bereavement, entering/leaving care</li> <li>• developmental for example different stages in childhood, developmental stages such as toilet training, moving classes and schools, changes within family life and the home environment</li> <li>• physical for example moving to a new educational establishment, a new home/locality, between a range of care services on a regular basis</li> <li>• physiological for example puberty, long-term medical conditions</li> <li>• intellectual for example moving from one activity to another</li> </ul> <p><b>1.3 Strategies:</b></p> <p>Learners should investigate a range of strategies to support autistic individuals to cope with transitions. Short-term strategies include breaking down activities, for example, first/now and then, 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>
<b>2. Understand how to support autistic individuals to make the transition into adulthood</b>
<p><b>2.2 Types of support</b> may include 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><b>2.3 Role of key agencies and professionals:</b></p> <p>Key agencies and professionals may include social workers, support workers and agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists and the Citizens Advice Bureau.</p> <p><b>2.4 Tension and conflict:</b></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>

**Range****2.5 Partnership working:**

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.

Learners may find the following information useful:

- 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).

**3. Understand how to support autistic individuals employment****3.1 Support:**

Learners should explore the support schemes available to help autistic individuals 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 (for example Café Autisan in Whalley, Lancashire). Learners should consider the support available once individuals are employed, including reasonable adjustments, induction, and mentoring in the workplace.

**3.2 Barriers:**

Learners should demonstrate an awareness of how the under-employment of autistic individuals who are able to work reflects the challenges they may have in gaining employment. Barriers may include differences surrounding:

- the interview and selection process
- developing the necessary skills
- writing CVs
- experience/gaining experience
- expectations of the employer and others
- time management
- organisational skills

**3.3 Positive outcomes:**

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 autistic individual, 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 (for example IT). In the wider context, employers can contribute to providing a more diverse workforce and reducing stigma.

**Range****3.4 Organisations and agencies:**

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.

**Delivery and assessment guidance**

No delivery and assessment guidance for this unit.

## Unit 04 Therapeutic interventions and support available for autistic individuals and co-occurring conditions (F/615/8349)



Unit summary			
In this unit, learners will explore a range of therapeutic interventions and support available to autistic individuals and their families. They will learn about conditions that commonly co-occur with autism and the treatment options available.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment points The learner must know:
1. Understand the range of therapeutic interventions available to autistic individuals	1.1 The range of <b>therapeutic interventions</b>
	1.2 The <b>advantages</b> and <b>disadvantages</b> of therapeutic interventions
2. Understand the services available to autistic individuals and their families	2.1 Local and national <b>statutory services</b>
	2.2 Voluntary and independent <b>services and facilities</b>
	2.3 <b>Barriers</b> to accessing services
	2.4 <b>Ways to overcome barriers</b> to accessing services
3. Understand co-occurring conditions and their treatment	3.1 A range of <b>conditions</b> that may co-occur with autism including: <ul style="list-style-type: none"> <li>• mental health problems</li> <li>• learning disability</li> <li>• epilepsy</li> </ul>
	3.2 The <b>difficulties</b> in distinguishing co-occurring conditions from autism
	3.3 <b>Treatments and interventions</b> used for co-occurring conditions

Achievement descriptors	Explanation
1. Understand the range of therapeutic interventions available to autistic individuals	
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.
2. Understand the services available to autistic individuals and their families	
Makes reasoned and <u>balanced</u> conclusions <u>based on the information</u> , such as weighs up pros and cons and then makes a decision and explains why.	Learners will review local services and facilities and assess their accessibility and provision.
3. Understand co-occurring conditions and their treatment	
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.

Range
1. Understand the range of therapeutic interventions available to autistic individuals

Range
<p><b>1.1 Therapeutic interventions</b> may include sensory activities, rebound therapy, music therapy, speech and language therapy, art therapy, sport, massage, aromatherapy, and occupational physiotherapy.</p> <p><b>1.2 Advantages</b> may include opportunities for social interaction, decreased anxiety, developing inner core strength, balance, therapeutic value, sensory stimulation, self-regulation, physical contact and improved circulation/digestion.</p> <p><b>1.2 Disadvantages</b> may include cost, increased anxiety, sensory overload, pain or fear.</p>
<b>2. Understand the services available to autistic individuals and their families</b>
<p><b>2.1 Statutory services</b> may include schools provision (specialist and mainstream), housing, access to health services and access to professionals such as social workers, speech therapists and specialist teachers.</p> <p><b>2.2 Services and facilities:</b></p> <p>Learners should evaluate local and national organisations and their provisions and facilities for autistic individuals, 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><b>2.3 Barriers</b> 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><b>2.4 Ways to overcome barriers</b> may 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>
<b>3. Understand co-occurring conditions and their treatment</b>
<p><b>3.1 Conditions:</b></p> <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><b>3.2 Difficulties:</b></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>



**Range****3.3 Treatments and interventions:**

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 regimens 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.

**Delivery and assessment guidance**

No delivery and assessment guidance for this unit.

## Unit 05 Communication and social interaction with autistic individuals (A/615/8351)



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 autistic individuals.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment points The learner must know:
1. Understand differences in social interaction and communication associated with autism	1.1 The <b>stages</b> and pattern of development for communication and social interaction
	1.2 The <b>potential effects</b> of autism on communication and interaction
	1.3 The range of <b>challenges</b> with communication and social interaction associated with autism
	1.4 How <b>co-occurring conditions</b> might affect communication and social interaction
2. Understand how own communication can be adapted to support positive interactions and communication with autistic individuals	2.1 <b>Factors</b> that should be considered when communicating with an autistic individual
	2.2 How to facilitate a <b>person-centred approach</b>
	2.3 The potential impact of the <b>environment</b> on communication
	2.4 How the behaviour and attitude of others can affect an autistic individual
	2.5 Ways to adapt own communication to promote <b>positive interaction</b>
3. Understand a range of strategies and aids used to support communication and social interaction for autistic individuals	3.1 The purpose of <b>augmentative and alternative communication (AAC)</b>
	3.2 How different <b>forms of AAC</b> are used to promote communication and social interaction
	3.3 A range of <b>strategies</b> that can be used to support communication and interaction
	3.4 The role of <b>specialists</b> in promoting communication and social interaction

Achievement descriptors	Explanation
1. Understand differences in social interaction and communication associated with autism	
Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.	Learners will research the stages necessary to develop the ability to communicate and interact.
Uses technical terms to explain a <u>wide range of sophisticated knowledge</u> , theories and concepts.	
2. Understand how own communication can be adapted to support positive interactions and communication with autistic individuals	

Makes reasoned and balanced conclusions <u>based on the information</u> .	Learners will evaluate a range of communication strategies and approaches based on information available.
<b>3. Understand a range of strategies and aids used to support communication and social interaction for autistic individuals</b>	
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.

<b>Range</b>
<b>1. Understand differences in social interaction and communication associated with autism</b>
<p><b>1.1 Stages:</b></p> <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><b>1.2 Potential effects:</b></p> <p>Learners should demonstrate awareness of the variations that can occur on the autism spectrum. They should explain how autism may affect speech, language, social development and understanding of how other people think and feel which may affect interaction.</p> <p><b>1.3 Challenges:</b></p> <p>Challenges vary according to the individual, and learners should be able to describe a range of these. Learners could include the absence of language (non-verbal), challenges understanding what is said and/or formulating a reply, the literal interpretation of language, and challenges predicting the reactions of others.</p> <p><b>1.4 Co-occurring conditions:</b></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>
<b>2. Understand how own communication can be adapted to support positive interactions and communication with autistic individuals</b>
<p><b>2.1 Factors</b> may include the individual's communication preferences, stage of communication, interests and individual profile.</p> <p><b>2.2 Person-centred approach:</b></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</p>

<b>Range</b>
available to support communication and learning for autistic individuals at home and in an educational setting.
<b>2.3 Environment:</b>
<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>
<b>2.5 Positive interaction:</b>
<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>
<b>3. Understand a range of strategies and aids used to support communication and social interaction for autistic individuals</b>
<b>3.1 Augmentative and alternative communication (AAC):</b>
<p>Learners should recognise the purpose of AAC as forms of communication other than speech used to support social interaction and communication.</p>
<p><b>3.2 Forms of AAC</b> include 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).</p>
<p><b>3.3 Strategies</b> can be used to encourage social interaction such as, Social Stories, comic strip stories and pictures/symbols. Learners 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>
<b>3.4 Specialists:</b>
<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>
<b>Delivery and assessment guidance</b>
No delivery and assessment guidance for this unit.

## Unit 06 Safeguarding and resilience in autism (J/615/8353)



Unit summary			
In this unit, learners will develop an understanding of how autistic individuals 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 (for example children, young people or adults) where indicated.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>32 GLH</b>

Learning outcomes (LOs) 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 <b>Safeguarding concerns</b> relating to autistic individuals
	1.2 <b>Factors</b> that make autistic individuals vulnerable to harm, abuse or exploitation
	1.3 Indicators of abuse or harm
	1.4 The <b>actions to take</b> if a concern, disclosure or allegation arises
2. Understand how to support the health, safety and wellbeing of individuals	2.1 How to develop an individual's understanding of <b>self-protection</b>
	2.2 What is meant by resilience
	2.3 <b>Skills and attitudes</b> necessary for resilience
	2.4 The role of <b>advocacy</b> in wellbeing and protection
	2.5 The importance of working in partnership with individuals, families, carers and advocates
	2.6 The <b>importance of individuals</b> being able to express comments and complaints
3. Understand how the legislative framework safeguards autistic children, young people and adults	3.1 The current <b>legislative framework</b> that underpins the safeguarding of autistic children, young people and adults
	3.2 Local systems for safeguarding individuals
	3.3 <b>Reviews of failures</b> to safeguard autistic individuals
4. Understand how and when restrictive practices might be used within legal guidelines	4.1 What is meant by <b>restrictive practices</b>
	4.2 Ways of working to minimise restrictive practices
	4.3 Situations when <b>restrictive interventions</b> may be indicated
	4.4 <b>Impact</b> of restrictive interventions

Achievement descriptors	Explanation
1. Understand how to raise concerns about potential or actual harm, abuse or exploitation	
Describes issues of current practice, <u>using appropriate specialist language</u> in context.	Learners will describe a range of safeguarding concerns and actions to be taken.
2. Understand how to support the health, safety and wellbeing of individuals	
Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts	Learners will explain how individuals can be supported to develop an understanding of how to safeguard their wellbeing.

Uses technical terms to explain a <u>wide range of sophisticated knowledge</u> , theories and concepts.	
<b>3. Understand how the legislative framework safeguards autistic children, young people and adults</b>	
Describes issues of current practice, <u>using appropriate specialist language</u> in context.	Learners will describe how individuals should be protected by legislation and analyse a review of failings.
<b>4. Understand how and when restrictive practices might be used within legal guidelines</b>	
Describes issues of current practice, <u>using appropriate 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.

<b>Range</b>
<b>1. Understand how to raise concerns about potential or actual harm, abuse or exploitation</b>
<b>1.1 Safeguarding concerns</b> may include exploitation, bullying, self-injurious behaviour, online safety, discrimination, restrictive interventions, unsafe practices, nutritional deficiencies and mental ill-health such as anxiety and depression.
<b>1.2 Factors:</b>
The range of different factors should be considered. Learners should be aware of factors such as differences in predicting outcomes and a lack of awareness of danger. Challenges 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 neurotypical 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.
<b>1.4 Actions to take:</b>
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.
<b>2. Understand how to support the health, safety and wellbeing of individuals</b>
<b>2.1 Self-protection</b> may include road safety, safe internet use, positive relationships, money management, bullying, and exploitation. Learners 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.
<b>2.3 Skills and attitudes</b> may include 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.
<b>2.4 Advocacy</b>

Range
<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><b>2.6 Importance of individuals:</b></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><b>3. Understand how the legislative framework safeguards autistic children, young people and adults</b></p>
<p><b>3.1 Legislative framework:</b></p> <p>Learners should demonstrate an understanding of the legislative frameworks for children and young people. This should include the Children Act 2004, Education Act 2011, 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 (CQC) in maintaining standards of safe and effective care.</p> <p><b>3.3 Reviews of failures:</b></p> <p>Learners should investigate a case review involving different services and professionals that have failed to safeguard the safety and wellbeing of autistic individuals. 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 autistic individuals. Learners should explore how professionals and organisations can learn from mistakes and failings to improve practice.</p>
<p><b>4. Understand how and when restrictive practices might be used within legal guidelines</b></p>
<p><b>4.1 Restrictive practices:</b></p> <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><b>4.3 Restrictive interventions:</b></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</p>

**Range**

according to individual behaviour plans. Learners should also consider the importance of organisational procedures, clearly defined support roles, boundaries and limits.

**4.4 Impact:**

The impact on the dignity, safety and wellbeing 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.

**Delivery and assessment guidance**

No delivery and assessment guidance for this unit.



## Recommended assessment methods

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

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

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

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

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

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	N/A	Yes
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by NCFE (for knowledge LOs)	N/A	Yes
N	Oral questions and answers	N/A	Yes
<p>* <b>Expert witness testimony</b> 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:</p> <ul style="list-style-type: none"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance</li> </ul> <p>** <b>Simulation</b>: a learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

## Assessment strategies and principles relevant to this qualification

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

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

### Knowledge LOs

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

## Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Create</b>	Make or produce an artefact as required.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.
<b>Test</b>	Complete a series of checks utilising a set procedure.

## Section 4: support

### Support materials

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

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

### Useful websites

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

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

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

### Other support materials

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

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

- Learning Curve Group

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

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## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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

Appendix A: units

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

<sup>5</sup>  
 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH
	Unit 01	R/615/8338	Autism in context	3	33
	Unit 02	Y/615/8342	Positive behavioural support for autistic individuals	3	36
	Unit 03	D/615/8343	Understand support and management of transitions for autistic individuals	3	28
	Unit 04	F/615/8349	Therapeutic interventions and support available for autistic individuals and co-occurring conditions	3	30
	Unit 05	A/615/8351	Communication and social interaction with autistic individuals	3	30
	Unit 06	J/615/8353	Safeguarding and resilience in autism	3	32

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