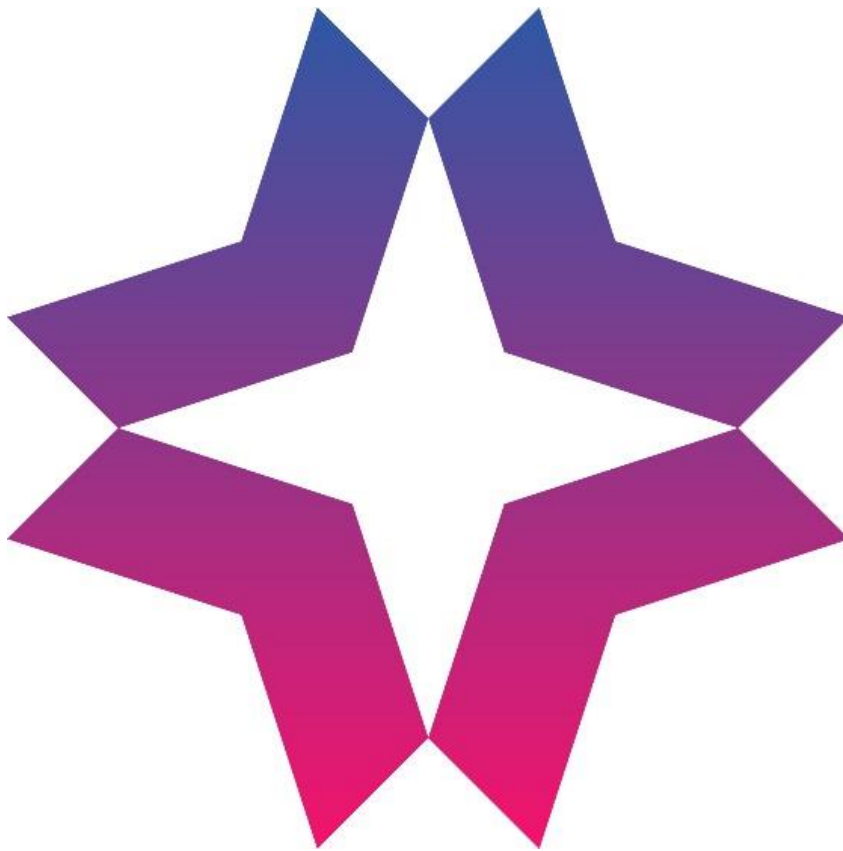


SPECIFICATION
IAO LEVEL 2 CERTIFICATE IN UNDERSTANDING
AUTISTIC SPECTRUM DISORDERS
QUALIFICATION NUMBER: 603/6666/7



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”

Qualification summary

Qualification Accreditation Number (QAN)	603/6666/7
Qualification review date	30 th September 2023
Guided Learning Hours (GLH)	165
Total Qualification Time (TQT)	210 hours
RQF level	2
Qualification credit value	21 credits
Minimum credits at/above level	21 credits
Assessment requirements	Portfolio of Evidence This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	This qualification is designed for learners who want the knowledge and understanding of autistic spectrum disorders
Entry guidance	There are no formal entry requirements for this qualification. This qualification is suitable for those who work in healthcare, social care, education and training and active leisure.
Progression opportunities	Learners may progress to: <ul style="list-style-type: none"> • Level 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Diploma for Residential Childcare (England)
Funding	For details on eligibility for government funding please refer to the following websites: http://www.education.gov.uk/section96/ https://www.gov.uk/government/organisations/education-and-skills-funding-agency

Occupational competence requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ contextspecific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS) Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External quality assessors must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Section 3

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Qualification Structure

Learners must achieve 21 credits. Learners must complete all mandatory units to achieve the required credits.

The total Guided Learning Hours (GLH) for this qualification is 165 hours

Mandatory units:

Unit ref	Unit title	Level	Credit value	GLH
H/618/4863	Introduction to Autism	2	5	38
K/618/4864	Principles of how to use a person-centred approach to support individuals with autism	2	2	18
M/618/4865	Principles of communication and social interaction in individuals with autism	2	3	25
T/618/4866	Understanding sensory processing, perception and cognition in individuals with autism	2	3	24
A/618/4867	Understand how to support positive behaviour in individuals with autism	2	3	28
F/618/4868	Understand how to support individuals with autism to achieve and live healthy lives	2	5	32

Mandatory units:

Title:	H/618/4863 Introduction to autism	
Level:	2	
Credit Value:	5	
GLH	38	
TQT	50	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand what is meant by 'autism'	1.1 Define the following: <ul style="list-style-type: none"> • autistic spectrum disorder • Asperger syndrome • high-functioning autism (HFA) 1.2 Explain why autism is considered a spectrum disorder	
2. Know how autism is diagnosed	2.1 Outline the guidelines used for the diagnosis of autism 2.2 Describe the difficulties surrounding the diagnosis of autism in relation to: <ul style="list-style-type: none"> • formal diagnosis • the range of different diagnoses on the spectrum 2.3 Explain why people may be reluctant to seek a diagnosis 2.4 Explain why it is important for individuals to have a formal diagnosis	
3. Understand the characteristics that may be present in individuals with autism	3.1 Describe the main characteristics found in individuals with autism 3.2 Describe how characteristics can vary from individual to individual 3.3 Define the 'triad of impairments'	
4. Know about conditions that commonly co-occur with autism	4.1 Explain the most common conditions that may co-occur with autism	
5. Understand misconceptions surrounding autism	5.1 Describe how attitudes and lack of understanding can contribute to the difficulties of individuals with autism 5.2 Describe how discrimination against individuals with autism can occur in society	

Additional information about this unit

Difficulties : including gender differences and age

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

Conditions: including mental health, learning disability. epilepsy, dyspraxia and attention deficit hyperactivity disorder (ADHD)

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

Unit aim(s)

This unit provides learners with an introduction to autism, exploring theories and diagnosis of autism, and what this means for the individual. Learners will also look at misunderstandings often linked to autism, and conditions that can co-occur with autism.

Title:	K/618/4864 Principles of how to use a person-centred approach to support individuals with autism	
Level:	2	
Credit Value:	2	
GLH	18	
TQT	20	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know how legislation and guidance underpins support for individuals with autism	1.1 Outline legislation and guidance relating to: <ul style="list-style-type: none"> • autism • equality and disability rights • special educational needs • mental capacity and best interests • consent • advocacy 1.2 Explain how legislation and guidance can be used to support individuals with autism	
2. Understand how to use a person-centred approach to support individuals with autism	2.1 Describe what is meant by ' person-centred support ' 2.2 Explain why it is important to treat the person with autism as an individual 2.3 Explain how to support individual's <ul style="list-style-type: none"> • rights • preferences • strengths • abilities and • needs 2.4 Explain the contribution that informal networks can make to supporting individuals with autism and their families 2.5 Explain the importance of working in partnership with the individual and others	
Additional information about this unit		
legislation and guidance: current laws, statutory guidance, codes of practice, and good practice guidelines that support the rights and best interests of people with autism		

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

rights include:

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

informal networks include:

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

others include:

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

Unit aim(s)

This unit covers the importance of using a person-centred approach to support individuals with autism, incorporating the preferences and needs of the individual. Learners will also look at legislation and guidance, and the support networks available to individuals and their families

Title:	M/618/4865 Principles of communication and social interaction in individuals with autism	
Level:	2	
Credit Value:	3	
GLH	25	
TQT	30	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand communication processes for individuals with autism	1.1 Outline the processes required to communicate using: <ul style="list-style-type: none"> • speech • language 1.2 Describe how speech and language development may be delayed or affected for individuals with autism 1.3 Describe different forms of communication used by individuals with autism 1.4 Describe the difficulties an individual with autism may have in communicating verbally when: <ul style="list-style-type: none"> • processing verbal information • interpreting verbal information 	
2. Understand how social interaction may differ in individuals with autism	2.1 Describe how social development may be delayed or affected for individuals with autism 2.2 Describe the difficulties individuals with autism may experience with social interaction	
3. Understand strategies used to support communication and social interaction for individuals with autism	3.1 Outline strategies that could be used to support communication and social interaction 3.2 Describe how communication can be adapted to meet the needs and preferences of individuals 3.3 Explain how a constructive environment can be created to aid communication and social interaction	

	3.4 Describe the role of specialists in supporting communication and social interaction
<p>Additional information about this unit</p> <p>processes: include cognitive (interpretation and processing of language), social and physical (the mechanics or articulation of speech)</p> <p>forms of communication: verbal and non-verbal communication, the repetition of set words and phrases (echolalia)</p> <p>social interaction include using skills such as:</p> <ul style="list-style-type: none"> • reading facial expression and body language • social imagination • social inhibition • appropriate use of eye contact <p>strategies enable methods and equipment to be used in a way that actively encourages social interaction, eg:</p> <ul style="list-style-type: none"> • Picture Exchange Communication System (PECS) • Makaton • British Sign Language (BSL) • Social Stories • gestures • music cues • role play • comic strip conversations • visual/graphics • Augmentative and Alternative Communication (AAC) • Technology <p>constructive environment: free from distractions, low arousal</p> <p>specialists: speech and language therapists</p>	
Unit aim(s)	This unit covers the delays and difficulties in speech, language, and social development sometimes faced by individuals with autism. It also covers strategies that could be used when communicating with an individual with autism.

Title:	T/618/4866 Understanding sensory processing, perception and cognition in individuals with autism	
Level:	2	
Credit Value:	3	
GLH	24	
TQT	30	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand how individuals with autism process sensory information	1.1 Outline how differences in processing sensory information may affect each of the senses 1.2 Define what is meant by: <ul style="list-style-type: none"> • hypersensitivity • hyposensitivity 1.3 Outline why individuals with autism may experience balance difficulties 1.4 Explain how individuals with autism may experience difficulties with body awareness 1.5 Identify behaviours that may indicate an individual is hyposensitive or hypersensitive	
2. Know how to support sensory needs	2.1 Identify the type of environments and situations that can cause an individual to experience sensory overload 2.2 Explain how individuals with autism may respond when experiencing sensory overload 2.3 Outline strategies that can be used to support individuals experiencing sensory overload 2.4 Describe how to create a 'low arousal' sensory environment 2.5 Describe ways to increase sensory stimulation 2.6 Describe the benefits of sensory activities for individuals with autism	

<p>3. Understand the cognitive differences individuals with autism may have in processing information</p>	<p>3.1 Outline the difficulties an individual with autism may have with:</p> <ul style="list-style-type: none"> • processing information • predicting the consequences of an action • organising, prioritising and sequencing • understanding the concept of time <p>3.2 Describe strategies that could be used to support an individual with autism to complete activities and tasks</p>
<p>Additional information about this unit</p> <p>Senses:</p> <ul style="list-style-type: none"> • vision • hearing • touch • taste • smell <p>sensory overload: when an individual with sensory sensitivity experiences overstimulation of the senses</p> <p>strategies :</p> <ul style="list-style-type: none"> • timetables • calendars and instructions in visual format • written lists • colour coding to indicate order of tasks • placing clothes in order of dressing 	
<p>Unit aim(s)</p>	<p>In this unit learners will gain an understanding of sensory processing, perception, and cognition in individuals with autism - including looking at hypersensitivity and hyposensitivity. Learners will also consider how to support the sensory needs of individuals with autism</p>

Title:	A/618/4867 Understand how to support positive behaviour in individuals with autism
Level:	2
Credit Value:	3
GLH:	28
TQT:	30
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand behaviour within the context of autism	1.1 Explain why an individual's behaviours may need to be considered within the context of autism 1.2 Explain how behaviours may influence the way individuals with autism interact with others 1.3 Explain how the behaviour of others may impact on an individual with autism 1.4 Explain why individuals with autism may find changes to their routine distressing 1.5 Outline strategies that can be used to: <ul style="list-style-type: none"> • support individuals to cope with changes to routine and structure • reduce prompt dependency • support individual's obsessions and special interests
2. Know how to support positive behaviour	2.1 Outline how behaviour can be interpreted as a form of expression 2.2 Identify factors that may be associated with behaviour that challenges 2.3 Outline the advantages and disadvantages of using proactive strategies and reactive strategies to support positive behaviour in individuals with autism 2.4 Explain the importance of positive reinforcement

<p>3. Understand how to support individuals to develop coping strategies</p>	<p>3.1 Explain how an individual with autism behaviours can have an impact on them and others</p> <p>3.2 Explain how behaviour that challenges can be addressed through:</p> <ul style="list-style-type: none"> • prevention • de-escalation techniques • coping strategies <p>3.3 Describe ways to support an individual who is anxious and struggling to contain their own behaviour</p> <p>3.4 Describe how to support individuals to understand their behaviours which challenge in terms of:</p> <ul style="list-style-type: none"> • events and feelings leading up to the behaviour • their actions • the consequences of their behaviour <p>3.5 Describe how family members can be supported to cope with behaviour that challenges</p> <p>3.6 Identify sources of support in relation to behaviours that challenge for the individual with autism and their family</p>
<p>Additional information about this unit</p> <p>others include family members, carers, those affected by the behaviour, and onlookers</p>	
<p>Unit aim(s)</p>	<p>Through this unit learners will understand individuals' behaviours in the context of autism. They will also look at how to support positive behaviour and help individuals to develop coping strategies</p>

Title:	F/618/4868 Understand how to support individuals with autism to achieve and live healthy lives
Level:	2
Credit Value:	5
GLH:	32
TQT:	50
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the experience of living with autism	1.1 Describe the potential effects of living with autism on an individual's: <ul style="list-style-type: none"> • development and puberty • education • employment and life chances • access to services and facilities 1.2 Describe the impact on family members of supporting: <ul style="list-style-type: none"> • a child or young person with autism • an adult with autism 1.3 Identify positive aspects of living with autism
2. Know how to support individuals to maintain their personal safety	2.1 Identify factors that may compromise the personal safety of an individual with autism 2.2 Give reasons why people with autism may be vulnerable to: <ul style="list-style-type: none"> • bullying • exploitation 2.3 Explain how to safeguard against the bullying and exploitation of individuals with autism 2.4 Describe strategies that individuals can use to protect themselves from harm and abuse 2.5 Describe ways to support individuals to use the internet and social media safely
3. Understand the purpose of positive risk-taking	3.1 Identify aspects of everyday life in which risk plays a part 3.2 Outline the benefits individuals can gain from positive risk-taking

	3.3 Explain how risk assessment can be used with individuals and others
4. Know how to support individuals with transitions and life events	4.1 Identify life events and transitions that individuals may experience 4.2 Explain why individuals with autism may find these transitions difficult 4.3 Describe ways that individuals can be supported as they experience transitions 4.4 Describe how to involve others in the transition process
5. Know how to support individuals to access services and facilities	5.1 Identify the support an individual may need to access: <ul style="list-style-type: none"> • healthcare • education and training • leisure services 5.2 Explain the rights of individuals with autism in relation to accessing services and facilities 5.3 Describe the reasonable adjustments that could be made for individuals with autism 5.4 Outline the support available for individuals and families from rights groups and community support
6. Know how to support individuals with employment	6.1 Identify barriers that people with autism may face in gaining organisations employment 6.2 Describe how individuals can be supported with: <ul style="list-style-type: none"> • gaining employment • starting employment • continuing employment • leaving employment 6.3 Identify organisations and agencies that support individuals with autism into employment

Additional information about this unit

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

positive risk-taking: where the potential benefits outweigh the level of risk

risk assessment: level of risk to self and others, how risks can be reduced

life events and transitions could include:

- bereavement
- entering or leaving care

- the birth of a sibling
- family breakdown
- the loss of significant people
- moving to a new educational establishment
- a new home or locality
- changes to care service delivery
- moving from one activity to another
- starting - and moving through - day care
- moving between settings and carers
- physiological changes – puberty

services and facilities could include healthcare, education and training and leisure services

reasonable adjustments – home, school, work, activities

Unit aim(s)

This unit covers how to support individuals through transitions and life events, how to maintain their personal safety, and how to access services, facilities and employment opportunities. Learners will also gain an understanding of what it's like for an individual to live with autism