

nqual.

Level 3

Certificate in Understanding
Autism Spectrum Disorder

(610/5020/9)



Specification Pack

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certifying current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 3 Certificate in Understanding Autism Spectrum Disorder.

- Qualification Number: 610/5020/9

Overview

The NQual Level 3 Certificate in Understanding Autism Spectrum Disorder is designed to equip individuals with a comprehensive understanding of Autism Spectrum Disorder (ASD). This qualification provides the knowledge and skills necessary to effectively support individuals with autism and their families carers. It provides understanding of ASD for professionals working in related fields.

This qualification provides a valuable foundation for individuals working in education, healthcare, or social care who want to enhance their understanding of autism and provide effective support to individuals with ASD.

Entry Requirements

- Minimum age: 16

It is advised that learners should have achieved or be working towards Level 1 in English and Maths or equivalent.

There are no further entry requirements for this qualification.

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 13.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
T/651/3993	Introduction to Understanding Autism Spectrum Disorder (ASD)	3	24	3
Y/651/3994	Implementing Best Practice in the Context of Autism	3	24	3
A/651/3995	Behaviour Management, Sensory and Auditory Processing Differences	3	24	3
D/651/3996	Promoting Health and Well-being for Individuals with Autism	3	24	3
F/651/3997	Family and Caregiver Support for Individuals with Autism	3	8	1

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 104.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 130.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- an internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts

Please note this is not an exhaustive list.

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual supports all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education

- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 3 certificate in Understanding Autism Spectrum Disorder

Learners must complete all mandatory units for this qualification.

Unit: Introduction to Understanding Autism Spectrum Disorder (ASD)

Unit Code: T/651/3993

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the history of autism spectrum disorder and legislation	1.1 Explain the how the understanding of autism has developed over time to include: • History • Theory • Therapeutic interventions 1.2 Outline how different aspects of legislation and guidance apply to autism: • Education • Care and support • Equality, diversity and inclusion • Interventions
2. Understand the characteristics and traits of individuals with autism	2.1 Outline the range of characteristics and traits that may be displayed individuals with autism 2.2 Describe the range of behaviours that may be displayed by individuals with autism 2.3 Explain the advantages of achieving a Formal diagnosis for individuals with autism and their family/caregivers 2.4 Outline any potential disadvantages of achieving a Formal diagnosis for the individuals with autism and their family/caregivers
3. Understand the role of Formal diagnosis in managing autism spectrum conditions	3.1 Explain the diagnostic process for individuals with autism, including the involvement of various professionals. 3.2 Describe Factors which might impact or influence a diagnosis of autism spectrum conditions 3.3 Outline the challenges and limitations associated with Formal diagnosis
4. Understand the role of interventions in managing autism spectrum conditions	4.1 Identify various types of interventions used to support individuals with autism, including behavioural, educational, and therapeutic approaches. 4.2 Outline the advantages and disadvantages of a range of therapeutic interventions used to help manage autism spectrum conditions

	4.3 Outline the importance of family support in the management of ASD and identify available resources
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Unit Summary

This unit will equip learners with a comprehensive understanding of autism spectrum disorder (ASD), its characteristics, and how theories have developed over time as well as gaining an understanding of role of Formal diagnosis, its implications and the therapeutic interventions used to help manage Autism Spectrum Conditions. Learners will gain knowledge of the current legal frameworks relating to individuals with ASC's.

Unit Guidance

- 1.1 Therapeutic interventions:** Can include speech and language therapy, occupational therapy, sensory integration therapy, music therapy, art therapy
- 2.3 Formal diagnosis:** Formal diagnosis by a healthcare professional
- 3.1 Various professionals:** Can include speech and language therapist, physical therapist, social workers, health care professionals, GP.
- 4.1 Interventions:** Can include occupational therapy, speech and language, sensory therapy, music therapy
- 4.3 Resources:** Can include, the National Autistic Society, Ambitious about Autism, Local Clinical Commissioning Group, Local Autism Support Groups, NHS

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts

Unit: Implementing Best Practice in the Context of Autism

Unit Code: Y/651/3994

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understanding how to safeguard and create an inclusive environment for individuals with autism	1.1 Outline the specific safeguarding needs of individuals with autism including: • Protection from abuse • Neglect • Exploitation 1.2 Identify potential risks, specific to individuals with autism 1.3 Describe the importance of advocacy for individuals with autism and advocating for their rights and inclusion 1.4 Explain the meaning of person-centred working and the importance of knowing and respecting each person as an individual 1.5 Explain how and when to report any concerns about abuse, poor or discriminatory practice
2. Understand how to support individuals with autism and the importance of collaboration	2.1 Outline the different approaches that can be taken to support individuals with autism, including: • Transition Planning • Behaviour Support Plan (BSP) • Sensory Integration • Personal Learning Plan (PLP) 2.2 Explain how to work in partnership with individuals, key people and others to support individuals with autism 2.3 Outline the importance of fostering positive relationships with individuals with autism and their families/caregivers 2.4 Outline how and when to seek support in situations beyond your experience and expertise
3. Understand effective communication and collaboration and how this can be promoted and encouraged for individuals with autism	3.1 Explain how to develop effective communication skills with individuals with autism, considering their unique communication styles 3.2 Describe the methods, extra support and specific aids that can help promote communication for individuals with autism 3.3 Outline how and where to access information and support that can inform your practice when supporting individuals with autism

Unit Summary

This unit will provide learners with a comprehensive overview of best practices in the context of autism, focusing on safeguarding, supporting individuals, and effective communication and collaboration.

Unit Guidance

1.3 Advocacy: Championing the rights, needs and well-being of those with ASD. Can include supporting with communication, navigating systems and providing support.

2.1 Transition Planning: Supporting individuals with autism in transitioning between different settings, such as from school to adult life.

Behaviour Support Plan (BSP): Developing and implementing effective BSPs to address challenging behaviours and promote positive outcomes.

Sensory Integration: Understanding sensory processing differences and implementing strategies to support sensory needs.

Personal Learning Plan (PLP): Structure the learning and achievement of goals, identifies strengths and challenges and sets realistic goals

3.1 Unique Communicate Styles: Understanding the different communication styles, such as auditory, sensory, visual etc that you may employ to communicate with individuals with ASD

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts

Unit: Behaviour Management, Supporting Sensory and Auditory Processing Differences

Unit Code: A/651/3995

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the role of behaviour management	1.1 Define behaviour management and its importance in supporting individuals with autism 1.2 Identify challenging behaviours associated with autism and their possible underlying causes 1.3 Explain the importance of working collaboratively with families, professionals, and individuals with autism to implement behaviour management strategies 1.4 Describe what it meant by positive behaviour support 1.5 Explain the importance of a person-centred approach to behaviour support plans
2. Understand how to recognise, address and support sensory and auditory processing differences	2.1 Define sensory and auditory processing differences and their impact on individuals with autism 2.2 Identify common sensory and auditory sensitivities experienced by individuals with autism, including hypersensitivity and hyposensitivity 2.3 Explain the meaning of a sensory and auditory profile 2.4 Describe the different strategies available to support those with sensory or auditory processing differences in different settings, including: • Home • School • Community 2.5 Outline a range of techniques which can be used to de-escalate a situation where an individual with autism is displaying distressed behaviour 2.6 Describe methods of undertaking the specific support plan activities for which you are responsible 2.7 Describe methods of observing, evaluating, recording and reporting individuals' needs and conditions in relation to the specific support plan activities for which you are responsible 2.8 Outline the importance of maintaining the individual's dignity when supporting individuals with autism

Unit Summary

This unit will equip learners with the skills and knowledge to effectively manage the behaviour and sensory/auditory challenges in individuals with autism, promoting positive outcomes and quality of life.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts

Unit: Promoting Health and Well-being for Individuals with Autism

Unit Code: D/651/3996

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the importance of providing support for mental health and well-being in individuals with autism	1.1 Identify the mental health challenges faced by individuals with autism 1.2 Identify strategies to promote mental health and well-being in individuals with autism 1.3 Describe the resources and professionals available to provide support in mental health challenges in those with autism 1.4 Describe the importance of a person-centred approach when developing strategies to promote mental health and well-being in individuals with autism 1.5 Explain the challenges faced by families/carers and identify how to provide support systems to promote well-being
2. Understand how to support individuals to ensure their personal safety	2.1 Identify potential risks that may compromise the personal safety of an individual with autism 2.2 Outline strategies to mitigate safety risks faced by individuals with autism 2.3 Outline strategies and skills that can be developed to enhance independence and safety in individuals with autism 2.4 Explain the importance of collaborating with families and professionals to ensure the safety and well-being of individuals with autism
3. Know how to support individuals to access services and facilities	3.1 Identify barriers that individuals with autism may face in accessing services and facilities 3.2 Identify the support an individual may need to access certain services, including: • Healthcare • Education and training • Leisure and community services 3.3 Outline when to collaborate with other agencies and professionals to ensure accessibility and inclusivity to services 3.4 Describe the reasonable adjustments that may have to be implemented to gain access to facilities and services 3.5 Explain how to support individuals with autism in self-advocacy and decision-making

Unit Summary

This unit aims to equip learners with the knowledge and skills to support individuals with autism in achieving optimal health and well-being.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts

Unit: Family and Caregiver Support for Individuals with Autism

Unit Code: F/651/3997

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the support available to the care givers and Families of individuals with autism	1.1 Outline the services available to the caregivers and Families of individuals with autism, including: • Local services • National services • Voluntary • Independent 1.2 Explain why care givers and Families may not access the services available to them 1.3 Explain the role of society and how the medias perception may impact not only individuals with autism but their care givers and Families 1.4 Outline the unique challenges Faced by Families and caregivers of individuals with autism 1.5 Outline the importance of fostering positive relations with the Families and caregivers of individuals with autism 1.6 Explain the limitations of the guidance and support you can offer to Families and caregivers 1.7 Outline the responsibility and importance of providing accurate information

Unit Summary

This unit aims to equip learners with the skills and knowledge to provide effective support and guidance to Families and caregivers of individuals with autism.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts



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