



TQUK Level 2 Certificate in Understanding Autism (RQF)

Qualification Specification

Qualification Number: 603/2942/7



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org.

Qualification specifications can be found also be found on our website www.tquk.org.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 2 Certificate in Understanding Autism (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of autism and how to support individuals with autism to live healthy and fulfilled lives.

The term 'autism' is used to include all autistic spectrum conditions, including Asperger syndrome.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)
 TQUK Level 3 Certificate in Preparing to Work in Adult Social Care (RQF)
 TQUK Level 3 Diploma in Adult Care (RQF)
 TQUK Level 3 Diploma in Healthcare Support (RQF)
 TQUK Level 3 Award in Supporting Children and Young People with Autism (RQF)
 TQUK Level 3 Diploma in Healthcare Support Services (RQF)

They may also wish to expand learning into other areas of Health and Social Care at the same level with qualifications such as:

TQUK Level 2 Certificate in Principles of Working with Individuals with Learning Difficulties (RQF)
 TQUK Level 2 Certificate in Understanding behaviour that Challenges (RQF)
 TQUK Level 2 Certificate in Falls Prevention (RQF)
 TQUK Level 2 Certificate in Care Planning (RQF)

Structure

Learners must achieve all the mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Signs, symptoms and diagnosis of autism	J/617/2804	2	26	3
Sources of information and support, legislation, and policy relevant to autism	L/617/2805	2	34	4
Living with autism	R/617/2806	2	34	4
Best practice relating to autism	Y/617/2807	2	30	4

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 124 hours.

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 26 hours over the cycle of the programme.

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 attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 150 hours.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and

procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised 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, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- ✓ Level 3 Award in Assessing Competence in the Work Environment
- ✓ Level 3 Award in Assessing Vocationally Related Achievement
- ✓ Level 3 Award in Understanding the Principles and Practices of Assessment
- ✓ Level 3 Certificate in Assessing Vocational Achievement
- ✓ A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- ✓ 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 Conduct internal quality assurance of the assessment process
- ✓ D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- ✓ A higher level qualification in the same subject area as the qualification approval request.
- ✓ Experience of the delivery/assessment/IQA of the qualification/s requested.
- ✓ Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)

<https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Title:		Signs, symptoms and diagnosis of autism.	
Unit reference number:		J/617/2804	
Level:		2	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand autistic spectrum conditions.	1.1	Describe the main characteristics displayed by an individual with high-functioning autism.
		1.2	Describe the main characteristics displayed by a person with Asperger's syndrome.
		1.3	Explain the following terms in relation to autism: <ul style="list-style-type: none"> ✓ neurodiverse ✓ neurotypical
2.	Recognise signs and symptoms of autism.	2.1	List with examples the main signs and symptoms of autism.
		2.2	Outline diverse ways that the same signs and symptoms can be displayed by individuals.
		2.3	Describe the challenges presented when autism occurs in an individual with another condition.
3.	Understand the triad of impairments.	3.1	Outline the meaning of 'Triad of Impairments'.
		3.2	State how characteristics of the Triad of Impairments might be seen as positives.
		3.3	State how characteristics of the Triad of Impairments might be seen as negatives.
4.	Understand the importance of professional diagnosis of autism.	4.1	Explain the reasons why an individual should seek a professional diagnosis of autism.
		4.2	Explain challenges that might be experienced when gaining a formal diagnosis of autism in relation to: <ul style="list-style-type: none"> - An individual's own willingness to be diagnosed - The variety of different spectrum conditions

Title:		Sources of information, support, legislation, and guidance relevant to autism.	
Unit reference number:		L/617/2805	
Level:		2	
Credit value:		4	
Guided learning hours:		34	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation and guidance relevant to autism.	1.1	Outline the guiding principles of confidentiality in the context of providing support for those with Autism.
		1.2	Summarise the legislation and guidance relevant when diagnosing an individual with autism.
		1.3	Summarise an individual with autism's rights in terms of equality and disability.
		1.4	Summarise the legislation and guidance relevant to an autistic person with special educational needs.
		1.5	Summarise mental capacity, advocacy and best interest legislation and guidance relevant to an autistic person.
		1.6	Summarise the individual with autism entitlement to access facilities and services.
2.	Supporting an autistic individual in a range of scenarios.	2.1	Describe how to help an autistic person access Health care.
		2.2	Describe how to help an autistic person access Education and Training opportunities.
		2.3	Describe how to help an autistic person access Leisure facilities and opportunities.
		2.4	Describe how to help an autistic person access Employment opportunities.
		2.5	Describe how to support an autistic person when they are exhibiting Challenging Behaviours.

3.	Understand help and support available for individuals with autism.	3.1	Identify sources of support for individuals who are hoping to enter the workplace.
		3.2	Outline how community support organisations can work with individuals and families.
		3.3	Describe how reasonable adjustments could be made to accommodate people living with autism.
4.	Understand autism identification theories.	4.1	Describe Kanner's autism theory.
		4.2	Describe Wing and Gould's autism theory.
		4.3	Describe Asperger's autism theory.

Title:		Living with autism.	
Unit reference number:		R/617/2806	
Level:		2	
Credit value:		4	
Guided learning hours:		34	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how autism may affect an individual's cognitive experiences	1.1	Describe how autism can affect an individual's: <ul style="list-style-type: none"> - Communication skills - Ability to translate and manage information including organisation and prioritisation of tasks - Ability to engage with others - Acceptance of change - Physical development - Ability to consider their own actions in context - Notion of time
		1.2	Describe how sensory processing disorder can affect: <ul style="list-style-type: none"> - The way that individuals process information - Dietary choices.
		1.3	Explain how some characteristics of autism can be perceived as positive.
		1.4	Outline how a positive approach to risk can contribute positively to an individual with autism's life experiences.
2.	Understand how autism may affect an individual's physical experiences	2.1	Explain challenges associated with balance and proprioception for people living with autism.
		2.2	Describe how others' interactions with the autistic person can affect them.
3.	Understand how autism may affect an individual's behaviour	3.1	Describe the ways in which hyposensitivity and hypersensitivity can manifest themselves in behaviours.

		3.2	Describe ways that the behaviours of those around them might impact upon a person with autism, including how their own behaviours and interactions might change.
4.	Understand the impacts of autism on the family of an autistic person.	4.1	Explain how caring for an autistic family member can impact upon someone's life when the autistic person is: <ul style="list-style-type: none"> - a child - a young person - an adult.
		4.2	Explain the role of informal support networks in helping those caring for a family member with autism.
5.	Understand how society impacts upon a person with autism	5.1	Identify how unintentional discrimination against people with autism can happen as a result of: <ul style="list-style-type: none"> - public attitudes and unfamiliarity of the condition - misleading portrayal in the media.
		5.2	Describe how unintentional discrimination against people with autism in society impacts upon that individual.
		5.3	Explain how people living with autism might be at risk of being taken advantage of or being bullied.
		5.4	Identify areas of life that carry unavoidable risk.
6.	Understand how the physical environment impacts upon a person with autism	6.1	Explain how a positive environment can support a person with autism to communicate and engage with others.
		6.2	Identify environmental triggers for sensory overload.
		6.3	Describe the environment required to support an autistic person who is experiencing sensory overload.

Title:		Best practice relating to autism.	
Unit reference number:		Y/617/2807	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand best practice in providing support to individuals with autism.	1.1	Describe the importance of using a person-centred approach when supporting and communicating with an autistic person with reference to: <ul style="list-style-type: none"> - Individual's strengths and limitations - Wishes and requirements.
		1.2	Give examples of <ul style="list-style-type: none"> - Empathetic and unprejudiced care - How to advocate the rights of autistic individuals.
		1.3	Explain the role of partnership working when supporting someone with autism.
2.	Understand best practice when interacting with individuals with autism.	2.1	Summarise how speech and language enable individuals to interact with others.
		2.2	Identify ways in which you can: <ul style="list-style-type: none"> - communicate with an individual with autism - support an autistic person to interact with others.
3.	Understand best practice in managing sensory needs of individuals with autism	3.1	Describe the range of responses to sensory experiences in people with autism including: <ul style="list-style-type: none"> - Benefits of increased sensory activities - Sensory overload.
		3.2	Describe how to: <ul style="list-style-type: none"> - Support an individual experiencing sensory overload - Introduce more sensory experiences into an individual's life.

4.	Understand best practice in managing behaviours of individuals with autism	4.1	Explain how positive behaviour can be encouraged using different approaches.
		4.2	Describe the strengths and weaknesses of using reactive strategies to encourage positive behaviour.
		4.3	Give examples of techniques that can be used when managing challenging behaviour to include: <ul style="list-style-type: none"> - Prevention strategies - de-escalation techniques - coping strategies
5.	Understand best practice in supporting autistic individuals to manage their own behaviour.	5.1	Describe ways to encourage an individual when they are: <ul style="list-style-type: none"> - anxious - struggling - completing activities/tasks - exercising choice over dietary selections.
		5.2	Explain how to aid an individual's understanding of reasons for and consequences of their own behaviour.
6.	Understand best practice in protecting individuals with autism	6.1	Outline ways to protect those with autism from: <ul style="list-style-type: none"> - Bullying and exploitation in 'real world'. - Bullying and exploitation through the internet or other technologies. - Harm resulting from their own actions.
		6.2	Explain the role of risk assessments in supporting people with autism to act independently.
		6.3	Know how to support people with autism through periods of change in their lives.

Centre Devised Assessment (CDA) guidance

This qualification is a level 2, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Summarise	Describe
State	Define
List	Explain
Outline	Identify

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com.

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at quality@tquk.org.