



Training
QualificationsUK

Qualification Specification

TQUK Level 3 Certificate in Understanding Autism

Qualification Number: 603/3203/7

Version 3

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Summary of changes

Please see below a summary of the changes in the qualification specification from previous version.

Version number	Summary of changes
3	<p>Terminology has been updated throughout, including unit titles where needed. This has been replaced with more inclusive language which is reflective of the National Autistic Society's 'How to talk and write about autism' document.</p> <p>All references to 'challenging behaviour' have been replaced with 'distressed behaviour'.</p> <hr/> <p>Unit M/617/3851</p> <p>2.1: 'profiles of autism' updated to 'categories that are used to support diagnosis'</p> <p>2.3: 'theories on autism' changed to 'historical research' and guidance added.</p> <p>2.4: reworded</p> <p>Unit T/617/3852</p> <p>1.3: reworded</p> <p>3.3: split into new 3.3 and 3.4 for clarity</p> <p>Unit F/617/3854</p> <p>2.1, 2.3, 3.1, 3.2: reworded</p> <p>Unit J/617/3855</p> <p>3.1, 3.2, 3.5: reworded</p> <hr/>

Introduction

Welcome to TQUK

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

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

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](#) for news of our new and coming soon developments.

Centre Recognition

To offer any TQUK qualification a centre must be recognised by TQUK.

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. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

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

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification, and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed prior to any assessment of learners taking place.

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](#).

Qualification specifications can be found also be found on our [website](#). 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 must be made aware of relationships with re-sellers of TQUK Qualifications. TQUK must be made aware of any additional websites where the Centre intends to use TQUK's name and/or logo. 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 ceases to be / surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications from all websites and documents where they appear.

The Qualification

The TQUK Level 3 Certificate in Understanding Autism 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 Spectrum conditions to support progression to employment and/or to further qualifications.

Entry Requirements

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

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 4 Diploma in Adult Care
- TQUK Level 4 Diploma in Health Promotion and Management
- TQUK Level 4 Diploma in Occupational Health Management

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 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 Diploma in Healthcare Support Services (RQF)

Structure

Learners must achieve 5 mandatory units.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand the diagnosis and management of Autism Spectrum conditions.	M/617/3851	3	28	4
Understand best practice in the context of Autism Spectrum conditions.	T/617/3852	3	30	4
Legislation, guidance, information and support relevant to Autism Spectrum conditions.	A/617/3853	3	25	3
Autism Spectrum conditions and behaviour.	F/617/3854	3	40	5
Living with Autism Spectrum conditions in society.	J/617/3855	3	29	3

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 152 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 38 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 190 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' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through 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 or can be found in the required assessment principles document.

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.

Each unit within the qualification may have their own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

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.

Within this qualification all assessment criteria must be assessed and passed. 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 TQUK 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 undertaken their assessments.

We will work with you to develop your CDA, we encourage centres to talk to us about their CDAs as early on in the process as possible.

Further help and assistance can be sought from our Training Qualifications UK who can be contacted on 03333 58 3344.

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 and any additional specific support requirement the learner may need.

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.

Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. 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.

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.

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 and have their quality assurance decisions countersigned by a qualified internal quality assurer. 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 activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

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

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Understand the diagnosis and management of autism spectrum conditions	
Unit reference number:		M/617/3851	
Level:		3	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the characteristics or traits displayed by individuals on the autism spectrum	1.1	Describe a range of characteristics or traits that might be displayed by individuals on the autism spectrum
		1.2	Describe the range of behaviours that might be displayed by individuals on the autism spectrum
		1.3	Outline and explain the advantages of achieving a formal diagnosis for individuals on the autism spectrum and their family
		1.4	Outline and explain any potential disadvantages of achieving a formal diagnosis for the individuals on the autism spectrum and their family
2.	Understand the role of formal diagnosis in managing autism spectrum conditions	2.1	Outline categories that are used to support the diagnosis of an individual with an autism spectrum condition
		2.2	Describe factors which might impact upon a diagnosis of autism spectrum conditions
		2.3	Describe historical research carried out relating to autism
		2.4	Explain the challenges with diagnosis of an autism spectrum condition where it is present with a co-occurring condition
3.	Understand the role of interventions in the management of autism spectrum conditions	3.1	Describe a range of interventions that can be used to help manage autism spectrum conditions
		3.2	Outline the advantages and disadvantages of a range of therapeutic interventions used to help manage autism spectrum conditions
		3.3	Identify ways in which common co-occurring conditions are managed through intervention or treatment
<p>Range:</p> <p>2.3 Historical research: Learners can reference the following research papers:</p> <ul style="list-style-type: none"> • Kanner L (1943). ""Autistic disturbances of affective contact"". The Nervous Child. 2 (4): 217–50. • Wing, L. & Gould, J. (1979), ""Severe Impairments of Social Interaction and Associated Abnormalities in Children: Epidemiology and Classification"", Journal of Autism and Developmental Disorders, 9, pp. 11–29. • Hans Asperger, ""Autistic Psychopathy' in Childhood,"" in Autism and Asperger Syndrome, edited by Uta Frith (Cambridge: Cambridge University Press, 1991), 37-92. Originally published as ""Die 'Autistischen Psychopathen' im Kindesalter,"" Archiv für Psychiatrie und Nervenkrankheiten 117 (1944):76-136. <p>We acknowledge the problematic history of Hans Aspergers, while also accepting the role he played in the history of autism spectrum disorder.</p>			

Title:		Understand best practice in the context of autism spectrum conditions	
Unit reference number:		T/617/3852	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own duty to safeguard individuals on the autism spectrum	1.1	Explain a range of safeguarding concerns which may be relevant to individuals on the autism spectrum
		1.2	Define the term 'restrictive practice'
		1.3	Describe when the use of restrictive practice may be necessary and how these restrictive practices may impact individuals on the autism spectrum
		1.4	Describe the impact of using restrictive practices or interventions
		1.5	Explain how an advocate can contribute to the well-being and protection of individuals on the autism spectrum
		1.6	Describe why an individual on the autism spectrum may be more likely to suffer harm, abuse or exploitation
2.	Understand approaches to supporting individuals on the autism spectrum	2.1	Explain the importance of adopting a proactive approach to supporting an individual on the autism spectrum to include the role of partnership working
		2.2	Explain what is meant by the term 'person-centred approach'
		2.3	Explain how to promote the implementation of a 'person-centred approach' when working with an individual on the autism spectrum
3.	Understand how communication and social interaction can be encouraged for individuals on the autism spectrum	3.1	Describe ways to facilitate positive social interaction through: <ul style="list-style-type: none"> Tailoring your own communication style Using different forms of 'augmentative and Alternative communication' (AAC)
		3.2	Describe how to encourage an individual on the autism spectrum to communicate and interact through the involvement of specialist
		3.3	Describe, with examples, how to promote communication and integration
		3.4	Describe how to implement strategies to encourage social interaction

Title:		Legislation, guidance, information and support relevant to autism spectrum conditions	
Unit reference number:		A/617/3853	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation and guidance in the context of autism spectrum conditions	1.1	Describe legislation in place to support individuals on the autism spectrum and their families
		1.2	Describe guidance and specialist support available for individuals on the autism spectrum and their families
2.	Understand support available to individuals on the autism spectrum and their families	2.1	Identify and describe services available to individuals on the autism spectrum and their families to include: <ul style="list-style-type: none"> • Local statutory • National statutory • Voluntary • Independent
		2.2	Outline why individuals on the autism spectrum and their families may not access services available to them
		2.3	Explain ways to facilitate individuals on the autism spectrum and their families to access services available to them
		2.4	Explain the importance of individuals on the autism spectrum and their families being able to provide feedback

Title:		Autism spectrum conditions and behaviour	
Unit reference number:		F/617/3854	
Level:		3	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to interpret behaviour displayed by an individual on the autism spectrum	1.1	Explain how an individual's behaviour is influenced by a range of factors
		1.2	Set out how to identify triggers and patterns of behaviour in individuals on the autism spectrum
		1.3	Describe reasons why it is important to: <ul style="list-style-type: none"> Distinguish between positive and negative behaviour displayed by an individual on the autism spectrum View behaviour of an individual on the autism spectrum in the context of their condition
		1.4	Explain how an individual on the autism spectrum behaviour can: <ul style="list-style-type: none"> Impact on themselves Impact upon others Make them vulnerable
2.	Understand how to proactively support positive behaviour in an individual on the autism spectrum	2.1	Explain how reflecting on their behaviour can help an individual manage the way that they behave moving forwards
		2.2	Describe how to plan behavioural support for an individual on the autism spectrum
		2.3	Outline intervention strategies that can be utilised when an individual on the autism spectrum is displaying distressed behaviour
3.	Understand how to reactively support positive behaviour in an individual on the autism spectrum	3.1	Outline a range of techniques which can be used to de-escalate a situation where an individual on the autism spectrum is displaying distressed behaviour
		3.2	Describe the importance of respecting an individual while they are displaying distressed behaviour

Title:		Living with autism spectrum conditions in society	
Unit reference number:		J/617/3855	
Level:		3	
Credit:		3	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role of the media in shaping perceptions of autism spectrum conditions	1.1	Explain the role of the media in shaping perceptions of individuals on the autism spectrum
		1.2	Describe current representation of autism spectrum conditions in the: <ul style="list-style-type: none"> • Media • Culture and art
		1.3	Outline the impact of positive and negative representation of autism spectrum conditions in the media and arts on individuals on the autism spectrum
2.	Understand the role of resilience when coping with change	2.1	Explain what is meant by the term 'emotional resilience'
		2.2	Outline how a person can demonstrate emotional resilience
		2.3	Identify and describe significant life events experienced by individuals which involve change
		2.4	Explain ways individuals on the autism spectrum might experience significant life events in a more challenging way
		2.5	Outline ways that an individual on the autism spectrum can be supported through significant life event changes
3.	Understand barriers experienced by individuals on the autism spectrum	3.1	Outline challenges that might be experienced by an individual on the autism spectrum who is looking for work
		3.2	Explain the positive aspects of employing individuals on the autism spectrum for both employer and employee
		3.3	Identify ways to help an individual on the autism spectrum access employment opportunities and maintain an employed position
		3.4	Explain how an individual on the autism spectrum with and/or co- occurring conditions may experience difficulties communicating and interacting in everyday life
		3.5	Explain a range of barriers to communication an individual on the autism spectrum may experience when communicating with others
		3.6	Describe how to support low levels of stress and anxiety in an individual on the autism spectrum