**NCFE Level 2 Certificate in Understanding Autism**

**152 GLH 18 Credits**

Unit 01 Introduction to autism H/507/2764

| **Learning Outcome - The learner will:** | | **Assessment Criterion - The learner can:** | |
| --- | --- | --- | --- |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680316) | Understand what is meant by autism | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554114) | Describe the following social and communication disorders:   * Autistic spectrum condition * Asperger syndrome * ‘High functioning’ autism (HFA) |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554115) | Explain how autism can be considered as a spectrum condition |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554116) | Explain why it is important to recognise that autism is a lifelong condition |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680317) | Know theories that relate to autism | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554117) | Outline the following theoretical models in relation to identifying autism:   * Kanner * Asperger * Wing and Gould |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554118) | Explain how the terms ‘neurodiverse’ and ‘neurotypical’ are used in relation to autism |
| [3](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680318) | Know how autism is diagnosed | [3.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554119) | Outline the current guidelines for the diagnosis of autism in the UK |
| [3.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554120) | Describe the difficulties surrounding the diagnosis of autism in relation to:   * formal diagnosis * the range of different diagnoses on the spectrum |
| [3.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554121) | Give reasons why people may be reluctant to seek a diagnosis |
| [3.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554122) | Explain why it is important for individuals to have a formal diagnosis |
| [3.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554123) | State the prevalence of autism in the UK |
| [4](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680319) | Understand the characteristics that may be present in individuals with autism | [4.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554124) | Describe the main characteristics found in individuals with autism |
| [4.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554125) | Describe how these characteristics can vary from individual to individual |
| [4.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554126) | Outline what is meant by the ‘triad of impairments’ |
| [4.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554127) | Identify positive and negative points of the ‘triad of impairments’ |
| [5](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680320) | Know about conditions that commonly co-occur with autism | [5.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554128) | Explain the following conditions that may co-occur with autism:   * mental ill-health * learning disability |
| [5.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554129) | Describe other conditions that may co-occur with autism |
| [5.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554130) | Describe the concerns that can arise from these co-occurring conditions |
| [6](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680321) | Understand common misconceptions surrounding autism | [6.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554131) | Describe how attitudes and lack of understanding can compound the difficulties of individuals with autism |
| [6.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554132) | Give examples of how autism can be misrepresented in the media |
| [6.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554133) | Describe how discrimination against individuals with autism can occur inadvertently in society |

36 GLH 4 Credits

Unit 02 Using a person-centred approach to support individuals with autism K/507/2765

20 GLH 2 Credits

| **Learning Outcome - The learner will:** | | **Assessment Criterion - The learner can:** | |
| --- | --- | --- | --- |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/679323) | Know how legislation and guidance underpins support for individuals with autism | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551234) | Outline the key points of current legislation and guidance in relation to:   * autism * equality and disability rights * special educational needs * mental capacity and best interests * advocacy |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551235) | Outline how legislation and guidance can be used to support individuals with autism |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/679324) | Understand how to support individuals with autism using a person-centred approach | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551236) | Describe what is meant by person-centred support |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551237) | Explain why it is important to treat the person with autism as an individual |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551238) | Give examples of how support can be provided in a way that is:   * compassionate * non-judgemental |
| [2.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551239) | Give examples of how the rights of individuals with autism can be promoted |
| [2.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551240) | Describe how to incorporate the preferences and needs of individuals when providing support |
| [2.6](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551241) | Explain why it is important to work with each individual’s strengths and abilities to enable them to achieve their potential |
| [2.7](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551242) | Give examples of the contribution that informal networks can make to supporting individuals with autism and their families |
| [2.8](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551243) | Explain the importance of working in partnership with the individual and others |
| [2.9](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551244) | Outline the principles of confidentiality in relation to supporting individuals with autism |

Unit 03 Communication and social interaction in individuals with autism M/507/2766

22 GLH 3 Credits

| **Learning Outcome - The learner will:** | | **Assessment Criterion - The learner can:** | |
| --- | --- | --- | --- |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/679329) | Understand speech, language and communication in individuals with autism | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551258) | Outline the processes required to communicate using:   * speech * language |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551259) | Describe how speech and language development may be delayed or affected for individuals with autism |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551260) | Describe different forms of communication used by individuals with autism |
| [1.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551261) | Describe the difficulties an individual with autism may have in communicating verbally when:   * processing verbal information * interpreting verbal information |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/679330) | Understand how social interaction may differ in individuals with autism | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551262) | Describe how social development may be delayed or affected for individuals with autism |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551263) | Describe the difficulties individuals with autism may experience with social interaction |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551264) | Explain the links between social development and speech and language development |
| [3](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/679331) | Know strategies that are used to support communication and social interaction for individuals with autism | [3.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551265) | Identify a range of methods that could be used when communicating with an individual with autism |
| [3.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551266) | Outline a range of strategies that could be used to support communication and social interaction |
| [3.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551267) | Describe how communication can be adapted to meet the needs and preferences of each individual |
| [3.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551268) | Explain how a constructive environment can be created to aid communication and social interaction |
| [3.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2551269) | Describe the role of specialists in supporting communication and social interaction |

Unit 04 Sensory processing, perception and cognition in individuals with autism T/507/2767

20GLH 2 Credits

| **Learning Outcome - The learner will:** | | **Assessment Criterion - The learner can:** | |
| --- | --- | --- | --- |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680322) | Understand how individuals with autism process sensory information | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554134) | Outline how differences in processing sensory information may affect each of the senses |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554135) | Define what is meant by:   * hypersensitivity * hyposensitivity |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554136) | Outline why individuals with autism may experience balance difficulties (vestibular sense) |
| [1.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554137) | Explain how individuals with autism may experience difficulties with body awareness (proprioception) |
| [1.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554138) | Give examples of behaviours that may suggest an individual is hyposensitive or hypersensitive |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680323) | Know how to recognise and support sensory needs | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554139) | Identify examples of the type of environments and situations that might contribute to an individual experiencing sensory overload |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554140) | Give examples of how individuals with autism may respond when experiencing sensory overload |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554141) | Outline strategies that can be used to support individuals experiencing sensory overload |
| [2.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554142) | Describe how to create a ‘low arousal’ sensory environment |
| [2.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554143) | Give examples of ways to increase sensory stimulation |
| [2.6](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554144) | Describe the benefits of sensory activities for individuals with autism |
| [2.7](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554145) | Outline how sensory differences may have an influence on an individual’s dietary preferences |
| [2.8](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554146) | Explain how to support the dietary preferences of individuals with autism |
| [3](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680324) | Understand the cognitive differences individuals with autism may have in processing information | [3.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554147) | Outline the difficulties an individual with autism may have with:   * processing information * pedicting the consequences of an action * organising, prioritising and sequencing * understanding the concept of time |
| [3.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554148) | Describe strategies that could be used to support an individual with autism to complete activities/tasks |

Unit 05 Supporting positive behaviour in individuals with autism A/507/2768

24 GLH 3 credits

| **Learning Outcome - The learner will:** | | **Assessment Criterion - The learner can:** | |
| --- | --- | --- | --- |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680329) | Understand behaviour within the context of autism | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554177) | Explain why an individual’s behaviours may need to be considered within the context of autism |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554178) | Explain how these behaviours may influence the way individuals with autism interact with others |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554179) | Explain how the behaviour of others may impact on an individual with autism |
| [1.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554180) | Explain why individuals with autism may find changes to their routine distressing |
| [1.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554181) | Outline strategies that can be used to support individuals to cope with changes to routine and structure |
| [1.6](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554182) | Outline the approaches that can be used to reduce prompt dependency in individuals with autism |
| [1.7](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554183) | Outline strategies to support an individual’s obsessions and special interests |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680330) | Know how to support positive behaviour | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554184) | Outline how behaviour can be interpreted as a form of expression |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554185) | Identify a range of factors that may be associated with behaviour that challenges |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554186) | Outline the advantages and disadvantages of using proactive strategies and reactive strategies to support positive behaviour in individuals with autism |
| [2.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554187) | Explain the importance of positive reinforcement |
| [2.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554188) | Outline approaches that could be used to support positive behaviour |
| [3](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680331) | Understand how to support individuals to develop coping strategies | [3.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554189) | Explain how an individual with autism’s behaviour can have an impact on them and others |
| [3.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554190) | Give examples of the following strategies that can be used in relation to behaviour that challenges:   * prevention * de-escalation techniques * coping strategies |
| [3.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554191) | Describe ways to support an individual who is anxious and struggling to contain their own behaviour |
| [3.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554192) | Describe how to support individuals to understand their behaviour in terms of:   * events and feelings leading up to it * their actions * the consequences of their behaviour |
| [3.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554193) | Describe how family members can be supported to cope with behaviour that challenges |
| [3.6](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554194) | Identify sources of support in relation to behaviours that challenge for the individual with autism and their family |

Unit 06 Supporting individuals with autism to live healthy and fulfilled lives F/507/2769

30 GLH 4 Credits

| **Learning Outcome - The learner will:** | | **Assessment Criterion - The learner can:** | |
| --- | --- | --- | --- |
| [1](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680340) | Understand the experience of living with autism | [1.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554247) | Outline the potential effects of living with autism on an individual’s:   * development and puberty * education, employment and life chances * access to services and facilities |
| [1.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554248) | Describe the impact on family members of supporting:   * a child or young person with autism * an adult with autism |
| [1.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554249) | Identify positive aspects of living with autism |
| [2](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680341) | Know how to support individuals to maintain their personal safety | [2.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554250) | Identify factors that may compromise the personal safety of an individual with autism |
| [2.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554251) | Give reasons why people with autism may be vulnerable to:   * bullying * exploitation |
| [2.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554252) | Outline ways to safeguard against the bullying and exploitation of individuals with autism |
| [2.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554253) | Outline strategies that individuals can use to protect themselves from harm and abuse |
| [2.5](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554254) | Describe ways to support individuals to use the internet and social media safely |
| [3](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680342) | Understand the purpose of positive risk taking | [3.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554255) | Identify aspects of everyday life in which risk plays a part |
| [3.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554256) | Outline the benefits that individuals can gain from positive risk taking |
| [3.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554257) | Explain how risk assessment can be used with individuals and others |
| [4](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680343) | Know how to support individuals with transitions and life events | [4.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554258) | Identify a range of life events and transitions that individuals may experience |
| [4.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554259) | Give reasons why individuals with autism may find these transitions difficult |
| [4.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554260) | Identify ways that individuals can be supported through transitions |
| [4.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554261) | Describe how to involve others in the transition process |
| [5](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680344) | Know how to support individuals to access services and facilities | [5.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554262) | Identify the support an individual may need to access:   * healthcare * education and training * leisure services |
| [5.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554263) | Outline the rights of individuals with autism in relation to accessing services and facilities |
| [5.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554264) | Give examples of reasonable adjustments that could be made for individuals with autism |
| [5.4](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554265) | Outline the support available for individuals and families from rights groups and community support organisations |
| [6](https://rits.ofqual.gov.uk/Units/LearningOutcomes/Details/680345) | Know how to support individuals with employment | [6.1](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554266) | Identify barriers that people with autism may face in gaining employment |
| [6.2](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554267) | Describe how individuals can be supported with:   * gaining employment * starting employment * continuing employment |
| [6.3](https://rits.ofqual.gov.uk/Units/AssessmentCriteria/Details/2554268) | Identify organisations and agencies that support individuals with autism into employment |