Training Qualifications UK

Qualification Specification

TQUK Level 2 Certificate in Understanding Autism

603/2942/7

Version 7

Contents

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 2 Certificate in Understanding Autism Spectrum Disorder is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of autism spectrum disorder (ASD) and how to support individuals on the autism spectrum to live healthy and fulfilled lives.

The term autism spectrum disorder is used to include all autistic spectrum conditions.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent. / or insert specific entry requirements if applicable.

The recommended minimum age for this qualification is 16 years.

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)

This qualification may assist with CPD of learners in job roles 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 mandatory units

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credits
Common traits and diagnosis of Autism Spectrum Disorder.	J/617/2804	2	26	3
Sources of information, support, legislation, and guidance relevant to Autism Spectrum Conditions	L/617/2805	2	34	4
Living with Autism Spectrum Conditions	R/617/2806	2	34	4
Best practice relating to Autism Spectrum Conditions	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' or 'know how to') 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.

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 criteria.
- **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:	Common traits and diagnosis of autism spectrum conditions.
Unit reference number:	J/617/2804
Level:	2
Credit value: (delete row if no credit)	3
Guided learning hours:	26

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand autistic spectrum conditions.	1.1	Describe the common traits or characteristics displayed by an individual with **a:** • Level 1 autism spectrum condition • Level 2 autism spectrum condition • Level 3 autism spectrum condition
		1.2	Explain the following terms: • neurodiverse • neurotypical
		1.3	Outline how the same traits or characteristics of an autism spectrum condition can be displayed differently by individuals.
		1.4	Describe the challenges with diagnosis of an autism spectrum condition where it is present with a **co-occurring** condition.
2.	Understand the dyad of impairments.	2.1	Outline the meaning of 'dyad of impairments'.
		2.2	Describe the main features of each component of the dyad of impairment
		2.3	State how characteristics of the dyad of impairments might be seen as negatives.
3.	Understand the importance of professional diagnosis of autism spectrum conditions.	3.1	Explain the importance of professional diagnosis of an autism spectrum condition
		3.2	Explain the challenges that may be experienced when gaining a professional diagnosis of an autism spectrum condition.
		3.3	Describe the current process for diagnosis of autism spectrum conditions

Assessment guidance:

1.4 Co-occurring conditions could include medical conditions, developmental conditions and mental health conditions.

Title:	Sources of information, support, legislation, and guidance relevant to autism spectrum conditions
Unit reference number:	L/617/2805
Level:	2
Credit value: (delete row if no credit)	4
Guided learning hours:	34

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation and guidance relevant to autism spectrum conditions	1.1	Outline the importance of confidentiality when supporting individuals on the autism spectrum
		1.2	Summarise the relevant legislation and guidance when diagnosing an individual on the autism spectrum
		1.3	Summarise the legislation and guidance relevant to equality and disability concerning individuals on the autism spectrum
		1.4	Summarise the legislation and guidance relevant to individuals on the autism spectrum who also have special educational needs.
		1.5	Summarise the legislation and guidance relevant to mental capacity, advocacy and best interest concerning individuals on the autism spectrum
		1.6	Explain the importance of individuals on the autism spectrum having access to supportive facilities and services.
2.	Understand ways to support individuals on the autism spectrum	2.1	Outline health care access assistance for an individual on the autism spectrum
		2.2	Outline education and training access assistance for an individual on the autism spectrum
		2.3	Outline employment assistance for an individual on the autism spectrum
		2.4	Describe effective support for an individual who is exhibiting distressed behaviour
3.	Understand help and support available for individuals with autism spectrum conditions	3.1	Identify sources of support for individuals on the autism spectrum who are hoping to enter the workplace.
		3.2	Outline ways in which community support organisations can support individuals on the autism spectrum and their families
		3.3	Describe reasonable adjustments which can be made to help individuals on the autism spectrum
		3.4	Describe **historical research** carried out relating to autism.

Assessment guidance:

3.4 **historical research**: Learners can reference the following research papers:

- 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 Nervenkrankenheiten 117 (1944):76-136.

We acknowledge the problematic history of Hans Aspergers, while also accepting the role he played in the history of autism spectrum disorder.

Title:	Living with autism spectrum conditions
Unit reference number:	R/617/2806
Level:	2
Credit value: (delete row if no credit)	4
Guided learning hours:	34

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the effect autism spectrum conditions have on experiences	1.1	Describe how autism spectrum conditions can affect an individual's: • 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 how the brain processes sensory information
		1.3	Outline the benefits of positive risk taking for an individual on the autism spectrum
		1.4	Describe **strengths and abilities** that individual on the autism spectrum may display
		1.5	Describe the positive and negative impact of social interactions on individuals on the autism spectrum
2.	Understand the effect autism spectrum conditions may have on an individual's sensory experiences	2.1	Explain challenges associated with balance and proprioception for individuals on the autism spectrum
		2.2	Describe ways hyposensitivity and hypersensitivity can manifest in behaviours in individuals on the autism spectrum
		2.3	Identify triggers for sensory overload
		2.4	Describe how the behaviours of others might influence individuals on the autism spectrum's behaviours and interactions
3.	Understand the impacts of autism spectrum conditions on the family of an individual on the autism spectrum	3.1	Describe the challenges faced by families when caring for a: • child on the autism spectrum • young person on the autism spectrum • adult on the autism spectrum
		3.2	Explain the role of informal support networks in helping those caring for a family member who is an individual on the autism spectrum
4.	Understand societal impact upon individuals on the autism spectrum	4.1	Explain unintentional discrimination against individuals on the autism spectrum as a result of: • public attitudes and unfamiliarity of the condition • misleading portrayal in the media.
		4.2	Describe how unintentional discrimination in society impacts individuals on the autism spectrum
		4.3	Explain the vulnerability risk of individuals on the autism spectrum
5.	Understand the impact of the physical environment upon individuals on the autism spectrum	5.1	Explain how a positive environment can support an individual on the autism spectrum to communicate and engage with others.
		5.2	Describe how to create a low arousal sensory environment to support an individual with an autism spectrum condition who is experiencing sensory overload
		5.3	Outline the impact of **sensory inclusivity** in physical environments
Range:			

1.4 **strengths and abilities:** strong visual and auditory learner, excellent memory, honest and reliable, punctual, problem solving, hyperlexia, detail oriented, excel academically, adherence to rules, excel in subjects such as math/science/music/art.

5.3 **sensory inclusivity:** in settings such as workplaces, schools, public spaces or home. Impact can include wellbeing, participation and overall experience of individuals on the autism spectrum.

Title:	Best practice relating to autism spectrum conditions
Unit reference number:	Y/617/2807
Level:	2
Credit value: (delete row if no credit)	4
Guided learning hours:	30

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand best practice in providing support to individuals on the autism spectrum	1.1	Describe the importance of using a person-centred approach when supporting and communicating with individuals on the autism spectrum
		1.2	Identify how empathetic and unprejudiced care can be provided to individuals on the autism spectrum
		1.3	Explain ways to advocate for the rights of individuals on the autism spectrum
		1.4	Explain the role of partnership working when supporting individuals on the autism spectrum
2.	Understand best practice when interacting with individuals on the autism spectrum	2.1	Outline communication strategies to: • communicate with individuals on the autism spectrum • support individuals on the autism spectrum to communicate with others
		2.2	Outline ways to adapting communication styles to suit the preferences and needs of individuals on the autism spectrum
		2.3	Describe the use of visual aids to support communication
3.	Understand best practice in managing sensory needs of individuals on the autism spectrum	3.1	Describe the range of responses to sensory experiences in individuals on the autism spectrum including: • benefits of increased sensory activities • sensory overload.
		3.2	Describe how to support individuals on the autism spectrum experiencing sensory overload
		3.3	Describe how to introduce more sensory experiences into the life of individuals on the autism spectrum
4.	Understand best practice in managing behaviours of individuals on the autism spectrum	4.1	Outline strategies to promote positive behaviour in individuals on the autism spectrum
		4.2	Describe the strengths and weaknesses of using reactive strategies to encourage positive behaviour in an individual on the autism spectrum.
		4.3	Give examples of techniques that can be used when managing distressed behaviour to include: • prevention strategies • de-escalation techniques • coping strategies
5.	Understand best practice in supporting individuals on the autism spectrum to manage their own behaviour.	5.1	Describe ways to encourage an individual on the autism spectrum when they are: • anxious • struggling • completing activities/tasks • exercising choice over dietary selections.
		5.2	Explain how to support an individual on the autism spectrum understand the reasons and consequences of their behaviour.
6.	Understand best practice in protecting individuals on the autism spectrum	6.1	Outline ways to protect individuals on the autism spectrum from: • 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 individuals on the autism spectrum to act independently.
		6.3	Outline ways to support individuals on the autism spectrum through periods of change in their lives.

Summary of changes

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

Version number	Summary of changes
Version 7, August 2023	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. All references to 'challenging behaviour' have been replaced with 'distressed behaviour'.
	Terminology has been updated throughout to remove reference to 'individuals with autism'. 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. All unit titles have been changed in accordance with vocabulary guidance.
	Unit number: J/617/2804 LO 1 and 2 merged: AC 1.2 – deleted AC 1.3 – Deleted AC 2.1 – Deleted AC 2.3 – wording changed and merged into LO 1 LO 3 changed to LO 2 LO 4 change LO 3
	Unit number: L/617/2805 LO 1, 2 and 3– wording changed in-line with vocabulary guidance AC 1.1 – 1.- Wording changed for clarity and in-line with vocabulary guidance AC 2.1 – 2.4 – Wording changed for clarity AC 3.1 - 3.4 – Wording change for clarity LO 4 – removed and merged with other LO's in the form of assessment guidance.
	Unit number: R/617/2806 LO 1 – 5 - wording changes in-line with vocabular guidance LO 5 and 6 merged into one for clarity. AC 1.3 – deleted All other AC's – wording changed for clarity
	Unit number: Y/617/2807 LO 1 – 6 – wording changed in-line with vocabulary guidance All AC's – reworded for clarity