

Unit Title:	Promote good practice in the support of individuals with autistic spectrum conditions
Sector unit number	LD 510
Level:	5
Credit value:	7
Guided learning hours:	53
Unit Reference Number:	A/601/5318

Unit purpose and aim

This unit is aimed at learners who manage and support others to provide quality outcomes for individuals with autistic spectrum conditions. It considers issues such as communication and support strategies, partnership working and ways of supporting staff. It also addresses the complexity of theory and practice in the area of autistic spectrum conditions.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions</p>	<p>The Learner can:</p> <p>1.1 Analyse the defining features of autistic spectrum conditions and the impact on practice</p> <p>1.2 Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum</p> <p>1.3 Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions</p> <p>1.4 Review historical and current perspectives on the causes of autism</p> <p>1.5 Explain the importance of a person centred approach, focussing on the individual not the</p>	<p>An individual is someone requiring care or support</p>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>diagnosis</p> <p>1.6 1Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition</p>	
<p>2 Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions</p>	<p>2.1 Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions</p> <p>2.2 Explain the applicability of legislation, policies and guidance to people, services or situations</p> <p>2.3 Explain the impact of legislation, policies and guidance on the provision of services</p> <p>2.4 Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change</p>	
<p>3 Be able to promote good practice in the support of individuals with an autistic spectrum condition</p>	<p>3.1 Enable workers to apply different approaches, interventions and strategies according to the individual's needs and wishes identified in their person centred support plan</p> <p>3.2 Develop practice guidance to maximize consistency and stability in the environment</p> <p>3.3 Ensure use of structured activities to optimise individuals' learning</p> <p>3.4 Demonstrate ways of supporting others to</p>	<p>Different approaches should include multi-agency approaches</p> <p>Vulnerability covers areas such as: being exploited or abused; violating the law without realising s/he is doing something harmful; being the victim of cyber-bullying</p>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>minimise the vulnerability of individuals with autistic spectrum conditions</p> <p>3.5 Implement strategies which support others to apply, monitor and review positive behaviour support with individuals</p> <p>3.6 Support others to work in partnership with parents and/or other informal carers or support networks</p> <p>3.7 Evaluate working practices and strategies in order to maintain good practice and recommend changes</p>	
<p>4 Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition</p>	<p>4.1 Analyse the implications for practice of the link between behaviour and communication</p> <p>4.2 Develop strategies to support others to understand the link between behaviour and communication</p> <p>4.3 Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication</p> <p>4.4 Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them</p>	<p>Behaviour includes non-verbal communication and behaviour that can present challenges</p> <p>Relevant Professionals can include: speech and language professionals, psychologists, specialist nurses</p>
<p>5 Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world</p>	<p>5.1 Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	<p>5.2 Develop, with appropriate professional support, a sensory management strategy</p> <p>5.3 Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing</p> <p>5.4 Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual</p>	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.