

Unit Title:	Introductory awareness of autistic spectrum conditions
Unit sector reference:	LD 210
Level:	2
Credit value:	2
Guided learning hours:	17
Unit accreditation number:	M/601/5316

Unit purpose and aim

The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties	1.1 Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others 1.2 Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships 1.3 Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum	An individual is someone requiring care or support Others may include <ul style="list-style-type: none"> • The individual • Colleagues • Families or carers • Friends • Other professionals • Members of the public • Advocates

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals	2.1 Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests 2.2 Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms 2.3 Identify other conditions which may be associated with an autistic spectrum condition 2.4 Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition	
3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition	3.1 Describe behavioural characteristics associated with autistic spectrum conditions 3.2 Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours 3.3 Describe what to do if an individual is highly anxious or stressed	
4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	4.1 Explain why it is important to have in place structures and routines which match the wishes and needs of the individual 4.2 Identify formal and informal support networks for an individual with an autistic spectrum condition 4.3 Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	4.4 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others 4.5 Describe how to contribute towards the learning of an individual with an autistic spectrum condition	
5 Understand how to communicate effectively with individuals on the autistic spectrum	5.1 Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition 5.2 Identify aspects of the environment that affect communication with an individual 5.3 Describe how to reduce barriers to communication with an individual 5.4 Outline the use of visual communication systems for individuals who have an autistic spectrum condition 5.5 Identify who could provide advice about effective communication with an individual	

Assessment

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

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.

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.

The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such

as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

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

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.