



Higher National Unit specification

General information

Unit title: Additional Support Needs: Autistic Spectrum Disorder (SCQF level 7)

Unit code: HD89 34

Superclass: PQ

Publication date: October 2016

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed for learners who wish to gain theoretical knowledge and insight into Autistic Spectrum Disorder (ASD). The Unit also covers the legislation and policies relevant to ASD along with the statutory and third sector services that are available to individuals with ASD and those who support them. The Unit also examines a range of therapeutic interventions. This Unit is appropriate for those who work or wish to work with individuals with additional support needs where they may require to specifically support individuals with ASD.

Outcomes

On successful completion of the Unit the learner will be able to:

1. Explain the nature and the spectrum of Autistic Spectrum Disorder
2. Describe the support available across the services, both statutory and third sector, for the individual with ASD and those who support them.
3. Describe therapies and interventions for improving the lives of people on the autistic spectrum.

Credit points and level

1 Higher National Unit credit(s) at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Entry is at the discretion of the centre. Learners should have good communication skills. It would be beneficial if learners had some experience working in a setting that provides support to individuals with additional support needs.

Higher National Unit Specification: General information (cont)

Unit title: Additional Support Needs: Autistic Spectrum Disorder
(SCQF level 7)

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is contained within the framework of the HNC in Additional Support Needs: Supporting the Individual

The Unit can also be free-standing and used for continuing professional development.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Additional Support Needs: Autistic Spectrum Disorder
(SCQF level 7)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the nature and the spectrum of Autistic Spectrum Disorder.

Knowledge and/or Skills

- ◆ Historical perspectives
- ◆ Theoretical perspectives
- ◆ Autistic spectrum
- ◆ Triad of impairments
- ◆ Diagnostic criteria
- ◆ Associated disorders

Outcome 2

Describe the support available across the services, both statutory and third sector, for the individual with ASD and those who support them.

Knowledge and/or Skills

- ◆ Support available from key statutory services for individuals with ASD and those who support them.
- ◆ Support available from key third sector services for those who support individuals with ASD and those who support them.
- ◆ Current legislation relevant to ASD.

Higher National Unit specification: Statement of standards

Unit title: Additional Support Needs: Autistic Spectrum Disorder
(SCQF level 7)

Outcome 3

Describe therapies and interventions for improving the lives of people on the autistic spectrum.

Knowledge and Skills

- ◆ SPELL Framework.
- ◆ TEACCH approach.
- ◆ Social stories.
- ◆ Visual supports.
- ◆ Alternative Therapies.
- ◆ Intervention strategies.

Higher National Unit specification: Statement of standards (cont)

Unit title: Additional Support Needs: Autistic Spectrum Disorder
(SCQF level 7)

Evidence Requirements for this Unit

Centres are encouraged to adopt a holistic approach to the assessment of this Unit where it forms part of a Group Award.

Where it is delivered as a stand-alone Unit it is recommended that all Outcomes should be assessed together.

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ explain historical and current theories surrounding autism
- ◆ describe the triad of impairments and explain the implications for the individual with ASD.
- ◆ explain key diagnostic criteria of Autism.
- ◆ identify the different aspects across the disorder including Asperger's.
- ◆ outline two key associated disorders.
- ◆ describe a minimum of three statutory support services available to individuals with ASD and those who support them.
- ◆ describe a minimum of two third sector support services available to individuals with ASD.
- ◆ explain the key aspects of two pieces of legislation and one policy relating to Autistic spectrum Disorder.
- ◆ explain two therapies and interventions for improving the lives of autistic people.



Higher National Unit Support Notes

Unit title: Additional Support Needs: Autistic Spectrum Disorder (SCQF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed for learners who wish to gain theoretical knowledge and insight into Autistic Spectrum Disorder (ASD). It will enable the learner to understand the complexities and range of autism and how an individual with the disorder reacts to his/her immediate environment. The Unit also covers the legislation and policies relevant to ASD along with the statutory and third sector services that are available to individuals with ASD and those who support them. The Unit also examines a range of therapeutic interventions.

This Unit is contained within the framework of the HNC in Additional Support Needs: Supporting the Individual and can also be delivered as a stand-alone Unit, perhaps for the purposes of continued professional development.

Guidance on approaches to delivery of this Unit

Outcome 1 should be delivered first as it provides the underpinning knowledge of the disorder required prior to undertaking Outcomes 2 and 3.

Outcome 2 and 3 would benefit from a range of teaching and delivery. Where available, speakers could be used to cover the support available from the statutory and third sector services. Visits could be made to local resources.

Outcome 1

The range of theorists should cover from Kanner and Asperger through to modern day to give the learner an insight into the growing knowledge base of this disorder. In order to further understand the TRIAD the theorists should include those who explain key aspects of development which are affected by the TRIAD, eg Vygotsky and scaffolding of language, Bowlby and bonding, Maslow and Hierarchy of Need.

There are a range of associated disorders including: Epilepsy, Fragile X, Rett's Syndrome, Phenylketonuria (PKU), as well as speech & language difficulties and general behavioural difficulties.

Outcome 2

Those who 'support the individual with ASD' will be dependent on the age of the individual and the severity of the ASD. They would include: family members, teachers, social workers, care workers, support worker, peer mentors, volunteers. This list is not exclusive; it may be beneficial if visiting speakers could explain the range of support networks they work with.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Autistic Spectrum Disorder (SCQF level 7)

Key Statutory Services:

- ◆ Education; support assistant, specialised authority schooling, home schooling, private specialised schooling, residential schooling, residential post 16 schooling, lifelong learning.
- ◆ Social Care and Health; social worker, care assistant, day care services, respite care, supported accommodation.
- ◆ Social Security; disability benefit, car allowance.
- ◆ Housing; adaptations, specialist social housing, housing organisations.

Third Sector Services: This will be dependent on the age of the individual and range of the Disorder. It may also be dependent on where the individual lives, (eg – rural areas may not have services specific to ASD). A range of local services should be explored as well as national organisations, eg Scottish Autistic Society.

The Third Sector may include community groups, voluntary organisations, charities, social enterprises, co-operatives and individual volunteers.

Relevant Legislation: This may be dependent on the age of the individual and range of the Disorder. This following list is not exhaustive:

- ◆ Education (Scotland) Act 1980.
- ◆ Education (Disability Strategies and Pupils' Education Records (Scotland) act 2002.
- ◆ Education (Additional Support for Learning) (Scotland) act 2004 updated 2009.
- ◆ Education (Scotland) Bill 2015.
- ◆ The Children (Scotland) Act 1995.
- ◆ Children and Young Person (Scotland) Bill 2014.
- ◆ National Guidance for Child Protection 2014.
- ◆ Carers (Scotland) Bill 2016
- ◆ Adults with Incapacity (Scotland) Act 2000.
- ◆ Community Care and Health (Scotland) Act 2002.
- ◆ The Adult Support and Protection (Scotland) act 2007

UK wide legislation:

- ◆ The Human Rights Act 1998
- ◆ Equality Act 2010

Policies and Reports:

- ◆ Scottish Strategy for Autism 2011
- ◆ Residential Care and Education: Improving Practice in Residential Special Schools in Scotland 2007
- ◆ Changing Lives Report 2006
- ◆ Opportunities for All – Supporting Young People to participate in Post 16 learning, training or work 2011

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Autistic Spectrum Disorder (SCQF level 7)

As legislation is constantly changing and being updated, the learner should have access to the latest available and be signposted on how to keep up to date with changes.

Outcome 3

There are several intervention strategies and therapies. Learners should be made aware of which are age appropriate for the individual.

- ◆ SPELL Framework - Structure, Positive (approaches and expectations), Empathy, Low arousal, Links.— <http://www.autism.org.uk/spell>
- ◆ TEACCH approach — <http://www.autism.org.uk/teacch>
- ◆ Social stories.
- ◆ Visual supports.
- ◆ Alternative Therapies — reflexology, sensory room, massage, aromatherapy.
- ◆ Intervention strategies — de-escalation, distraction and diversion, medication.

Suggested reading: there are many books and academic papers covering this disorder. The following are suggested but not mandatory.

The Autistic Spectrum: A Guide for Parents and Professionals by Lorna Wing. Pub Oxford University Press.

Autism: Explaining the Enigma by Uta Frith. Pub Basil Blackwell.

Autism and Asperger's Syndrome by Uta Firth Pub. Cambridge University Press.

Children with Autism: Diagnosing and Intervention to Meet their Needs. By Trevarthen, Aitken, Papoudi and Robarts. Pub Jessica Kingsley

Scottish strategy for Autism 2011 www.gov.scot/Resource/Doc/361926/0122373.pdf

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Recommended assessment for this Unit is a research project to cover all Outcomes. Learners should apply the knowledge gained from Outcome 1 and investigate the range of relevant legislation, support services, therapies and interventions that are available for individuals with ASD and those who support them.

Centres should ensure that evidence presented is the learner's own work.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Higher National Unit Support Notes (cont)

Unit title: Additional Support Needs: Autistic Spectrum Disorder
(SCQF level 7)

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop aspects of the Core Skills of *Communication* (Oral and Written) at SCQF level 6 by developing, discussing and presenting their project, *Information and Communication Technology* (Accessing Information) at SCQF level 5 by carrying out research and *Problem Solving* (Reviewing and Evaluating) at SCQF level 5 by examining how the services available are appropriate for specific individuals.

History of changes to Unit

Version	Description of change	Date
02	Superclass changed from PR to PQ.	25/10/2016

© Scottish Qualifications Authority 2016

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Additional Support Needs: Autistic Spectrum Disorder (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The Unit is designed to provide the underpinning knowledge of ASD. It would be beneficial if you have experience of working in a setting that provides support to individuals with ASD but this isn't mandatory.

The content of the Unit will enable you to understand the complexities and range of autism and how an individual with the disorder reacts to his/her immediate environment. The Unit also covers the legislation and policies relevant to ASD along with the statutory and third sector services that are available to individuals with ASD and those who support them.

This Unit is contained within the framework of the HNC in Additional Support Needs: Supporting the Individual and can also be taken as a stand-alone Unit, perhaps for the purposes of continued professional development.

You will complete three Outcomes to achieve the Unit.

1. Explain the nature and the spectrum of Autistic Spectrum Disorder.
2. Describe the support available across the services, both statutory and third sector, for the individual with ASD and those who support them.
3. Describe therapies and interventions for improving the lives of people on the autistic spectrum.

Recommended assessment for this Unit is a research project and you will apply the knowledge gained from Outcome 1 to investigate the range of relevant legislation, support services, therapies and interventions that are available for individuals with ASD and those who support them.

You will have opportunities to develop your Core Skills in Communication, Problem Solving and Information and Communication Technology throughout the Unit.

You might wish to continue on to other related SQA Units, eg:

- ◆ Additional Support Needs: Supporting the Individual with Autistic Spectrum Disorders.
- ◆ Working with Autism.