



## Higher National Unit specification

### General information

**Unit title:** Additional Support Needs: Supporting an Individual with Autistic Spectrum Disorder (SCQF level 7)

**Unit code:** HD84 34

**Superclass:** PR

**Publication date:** April 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to enable learners to gain an insight and understanding of Autistic Spectrum Disorder (ASD) so they can provide effective support to affected individuals in a social setting. Learners will be introduced to the benefits of working collaboratively with others in order to meet the needs of individuals with ASD and how to support these individuals to cope with anxiety, stress and change. This Unit has a practical element therefore learners should be working (or in a placement) in a setting where individuals with ASD are supported.

### Outcomes

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

- ◆ Explain the key features of a safe, secure and inclusive environment for an individual with ASD.
- ◆ Support an individual with Autistic Spectrum Disorder in a social setting.
- ◆ Support an individual with Autistic Spectrum Disorder to cope with anxiety, stress and change.

### Credit points and level

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

## **Higher National Unit Specification: General information (cont)**

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### **Recommended entry to the Unit**

Entry is at the discretion of the centre. Learners should have good communication and interpersonal skills. As this Unit has a practical element learners should be working or have access to a placement in an environment where individuals with ASD are supported. It would be beneficial if learners had already completed the HN Unit *Additional Support Needs: Autistic Spectrum Disorder*, as this contains the theory that underpins practice.

### **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.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

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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 key features of a safe, secure and inclusive environment for an individual with ASD.

#### Knowledge and/or Skills

- ◆ Key features of a low arousal environment.
- ◆ Health and safety requirements.
- ◆ Safeguarding responsibilities.
- ◆ Legislative requirements.
- ◆ Relevant policy documents.

### Outcome 2

Support an individual with Autistic Spectrum Disorder in a social setting.

#### Knowledge and/or Skills

- ◆ TRIAD of impairments.
- ◆ Specific needs of an individual with ASD.
- ◆ Effective collaboration with other key people to support the individual with ASD.
- ◆ Appropriate support for an individual with ASD in a social setting.

### Outcome 3

Support an individual with Autistic Spectrum Disorder to cope with anxiety, stress and change.

#### Knowledge and/or Skills

- ◆ Range of strategies to minimise stress and anxiety.
- ◆ Manage change appropriately for an individual with ASD.

## **Higher National Unit specification: Statement of standards (cont)**

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### **Evidence Requirements for this Unit**

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

#### **Outcome 1**

- ◆ Describe the key features of a low arousal environment.
- ◆ Explain the key features of a safe, secure and inclusive environment for an individual with ASD.
- ◆ Explain safeguarding responsibilities in relation to an individual with ASD.
- ◆ Outline relevant legislation and policy in relation to supporting an individual with ASD.

#### **Outcome 2**

- ◆ Explain the TRIAD of impairments.
- ◆ Identify the specific needs of an individual with ASD in a social setting.
- ◆ Facilitate the communication and social functioning of an individual with ASD in a social setting.
- ◆ Work collaboratively with others to support an individual with ASD in a social setting.

#### **Outcome 3**

- ◆ Plan support which demonstrates understanding of the individual's needs.
- ◆ Plan intervention strategies which demonstrates understanding of the individual's needs.
- ◆ Support an individual with ASD to better cope with anxiety, stress or change.



## Higher National Unit Support Notes

### **Unit title:** Additional Support Needs: Supporting an Individual with 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 to enable learners to gain an insight and understanding of Autistic Spectrum Disorder (ASD) so they can provide effective support to affected individuals in a social setting. Learners will be introduced to the benefits of working collaboratively with others in order to meet the needs of individuals with ASD and how to support these individuals to cope with anxiety, stress and change. This Unit has a practical element therefore learners should be working (or in a placement) in a setting where individuals with ASD are supported. Appropriate learner supervision should be in place for the practical aspect of the Unit and all evidence which refers to the individual must be anonymised to ensure confidentiality is maintained.

### **Guidance on approaches to delivery of this Unit**

It is recommended that delivery is structured in the order of Outcomes presented. Outcome 1 provides underpinning knowledge and understanding relating to appropriately managed settings for supporting individuals with ASD, which can then be applied in the practical aspects of Outcomes 2 and 3.

#### **Outcome 1**

The key aspects of a positive, safe and secure environment should be explored. This would be a fully risk-assessed and low arousal environment which would be:

- ◆ focused.
- ◆ calm.
- ◆ structured.
- ◆ organised.
- ◆ structured to reduce and manage aversive experiences.
- ◆ promotes predictability.
- ◆ allows for relaxation.
- ◆ has therapeutic intervention strategies.

## Higher National Unit Support Notes (cont)

### Unit title: Additional Support Needs: Supporting an Individual with Autistic Spectrum Disorder (SCQF level 7)

Legislation relevant to supporting individuals with ASD includes aspects of the following:

- ◆ 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 legislation includes:

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

Policies and Reports include:

- ◆ 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

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 2 and 3

The learner requires an understanding of the TRIAD of impairments. The triad of impairments is a term used to describe the three main areas of difficulty experienced by all those diagnosed to be on the autistic spectrum. This would give the learner an insight into the disorder and assist the learner in understanding the individual with ASD and how and why they react to particular situations. The learner should be aware of all those involved in supporting the individual from family, carers, statutory and third sector agency staff etc. This would enable the learner to gain a fuller picture of the individual with ASD and also to gain insight into how these various people communicate with the individual. This would be essential information in relation to assisting the learner before, during and after any interaction.

The learner should explore a range of strategies to manage change and minimise stress that might occur. This would begin with detailed pre-planning and preparation, involvement of the individual with ASD in choice and formation of a step by step plan. This will cover techniques which could be used during change, eg breathing techniques, counting, and misdirection. Post change strategies could include positive reinforcement, praise, discussing positive aspects of change and behaviour of the individual and feedback to those collaboratively involved with the individual.

## Higher National Unit Support Notes (cont)

### Unit title: Additional Support Needs: Supporting an Individual with Autistic Spectrum Disorder (SCQF level 7)

Learners should examine how working collaboratively underpins the effective support of an individual with ASD, is key to the success of any change management, ie partnership with the setting, staff, people involved with the individual with ASD and most importantly the individual.

### 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.

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.

Assessment for Outcome 1 could be an extended response to cover the knowledge and skills, undertaken in open-book conditions.

Assessment for Outcomes 2 and 3 can be integrated and the use of observation is recommended supported by the learner's reflective account.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

Learners will have opportunities within the Unit to develop aspects of the Core Skills in *Communication* at SCQF level 6, *Information and Communication Technology* at SCQF level 5, *Problem Solving* at SCQF level 6 and *Working with Others* at SCQF level 6

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

**Unit title:** Additional Support Needs: Supporting an Individual with 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.

This Unit is designed to enable you to gain an insight and understanding of Autistic Spectrum Disorder (ASD) so you can provide effective support to affected individuals in a social setting.

You will be introduced to the benefits of working collaboratively with others in order to meet the needs of individuals with ASD and how to support these individuals to cope with anxiety, stress and change. This Unit has a practical element therefore you should be working (or in a placement) in a setting where individuals with ASD are supported.

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

- ◆ explain the key features of a safe, secure and inclusive environment for an individual with ASD.
- ◆ support an individual with Autistic Spectrum Disorder in a social setting.
- ◆ support an individual with Autistic Spectrum Disorder to cope with anxiety, stress and change.

Assessments will be varied and may include an extended response, observation of your performance and a reflective account.

You will have opportunities within the Unit to develop aspects of the Core Skills in Communication at SCQF level 6, Information and Communication Technology at SCQF level 5, Problem Solving at SCQF level 6 and Working with Others at SCQF level 6

Your transferable skills of researching, planning, evaluating and reflective practice will also be developed.