

## Higher National Unit Specification

### General information for centres

**Unit title:** Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

**Unit code:** DP2T 35

**Unit purpose:** The purpose of this Unit is to specify the practice requirements for managers and senior practitioners who support people who work with children, young people and/or adults with Autistic Spectrum Disorders (ASD).

This Unit has three Outcomes — Outcome 1 covers the development of a positive environment that builds on the strengths and realistic expectations of individuals with ASD. The second focuses on promoting practice that empowers individuals with ASD to manage their lives. The final Outcome is about the assessment and management of risks for staff and individuals with ASD.

**Credit points and level:** 1 HN Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications or by the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to proven communication skills candidates should preferably have undertaken some real work experience, paid or voluntary, in a care setting.

**Core skills:** There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Candidates will have opportunities to develop the following Core Skills:

**Communication (Oral communication):** Given the communication needs of children, young people and adults with Autistic Spectrum Disorders, and the need for candidates to be able to interact with and support workers who need to communicate with individuals with ASD. This Unit should provide numerous opportunities for candidates to collect evidence for the oral communication when being observed and through reflective accounts and diary entries.

**Communication (Written communication):** Managing and supporting others who work in any context where the well being of individuals is being supported, necessitates the use of written communication to convey information about individuals, events, plans etc. Therefore, when completing this award candidates should be able to collect evidence for written communication.

## General information for centres (cont)

### **Unit title:** Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

**Information Technology:** Although the use of information technology is not a requirement in the Unit, some organisations use information technology systems to input records and reports, for processing other information and to retrieve information about individuals. In this instance candidates should be able to collect evidence towards this Unit. Candidates may also use information technology to produce their assessments.

**Problem Solving** is essential when supporting people who work with individuals with ASD. Also assessments will demand evidence of an understanding of theoretical concepts and an ability to give examples of how to relate this theory to practice.

**Working with others** is a critical competence when supporting people who work with individuals with ASD. One of the Outcomes requires candidates to 'Work in partnership with individuals, key people and others within and outside your organisation.

**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 part of the PDA Certificate: Managing the Support of Individuals with Autistic Spectrum Disorders. This qualification provides progression from the PDA Certificate: Supporting Individuals with Autistic Spectrum Disorders. It builds upon the SVQ Health and Social Care level 4, the SVQ Registered Manager in Health and Social Care level 4 and SVQ Managers in Residential Child Care level 4 and many candidates taking this award and Unit may already have these qualifications. The Unit can also be taken alongside the SVQ Health and Social Care level 4 if a candidate is collecting evidence whilst working with individuals with ASD. In order to achieve this Unit, candidates will have to collect evidence when working with individuals with ASD, therefore candidates will need to have access to children, young people or adults on the Autistic Spectrum.

**Assessment:** To achieve this Unit you will need to apply skills and knowledge in practice. It is therefore essential that you are in a position to demonstrate that you can apply your knowledge in practice. That is, when working as a manager or a senior practitioner, supporting other workers who are working with children, young people and/or adults with ASD, either as a member of staff or within prolonged and relevant work based opportunities where support is available from appropriately qualified / experienced staff in the specialised area of Autism.

## Higher National Unit specification: statement of standards

**Unit title:** Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

**Unit code:** DP2T 35

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

(If you think holistic assessment is the best assessment strategy for the Unit and you wish to state *Knowledge and/or Skills* and *Evidence requirements* for the Unit as a whole, please add the following statement here: ‘Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.’)

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. Candidates 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

Develop a positive environment that builds on the strengths and realistic expectations of individuals with ASD

#### Knowledge and/or skills

- ◆ assess the needs of the environment to support inclusive practice
- ◆ develop and implement plans to introduce environmental change
- ◆ promote safe, secure, consistent and inclusive environments

#### Evidence requirements

Candidates will be required to provide evidence, whilst working as a manager or senior practitioner in an organisation that supports individuals with ASD, that they can:

- 1 Assess the suitability, and identify aspects of the environment that could and should be changed to meet the needs and facilitate the inclusion of all.
- 2 Identify and assess any risks associated with making changes to the environment.
- 3 Develop and implement plans to introduce change into the environment.
- 4 Ensure appropriate staffing arrangements.
- 5 Ensure that staff are aware of, and understand how to deal with events and changes that might cause disruption, anxiety and trigger behaviour that is challenging.
- 6 Apply relevant knowledge and understanding to support the development of a positive environment for individuals with ASD.

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

**Unit title:** Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

### **Outcome 2**

Promote best practice that empowers individuals with ASD to manage their lives

#### **Knowledge and/or skills**

- ◆ assessing the needs of the individuals with ASD
- ◆ systems, procedures and best evidenced based practice that empowers individuals with ASD to manage their lives
- ◆ interventions, approaches and activities to empower individuals with ASD to manage their lives
- ◆ supporting and advising staff about development and training to ensure that best evidence based practice is used
- ◆ multi disciplinary practice and partnership working

#### **Evidence requirements**

Candidates will be required to provide evidence, whilst working as a manager or senior practitioner in an organisation that supports individuals with ASD, that they can:

- 1 Identify and examine relevant information and carry out an assessment of the needs, unique experiences and qualities of the individuals with ASD, to enable them to better manage their lives.
- 2 Identify, implement and promote systems, procedures and best evidence based practice that empowers individuals with ASD to manage their lives.
- 3 Identify, plan and support interventions, approaches and activities that will empower individuals with ASD to manage their lives.
- 4 Provide support and advice for staff to ensure they know about and are able to implement best evidence based practice for individuals with ASD.
- 5 Work in partnership with individuals, key people and others within and outside your organisation to promote and empower individuals with ASD to manage their lives.

### **Outcome 3**

Assess and manage risks for staff and individuals with ASD

#### **Knowledge and/or skills**

- ◆ a positive culture which supports and manages risks for individual with ASD
- ◆ how to support staff and individuals to deal with the impact of change in their lives
- ◆ risk assessment procedures

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

**Unit title:** Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

### **Evidence requirements**

Candidates will be required to provide evidence, whilst working as a manager or senior practitioner in an organisation that supports individuals with ASD, that they can:

- 1 Identify, plan, develop and implement procedures and practices to support individuals with ASD to deal with the impact of change on their lives and any risks this might create to the individual, staff and others.
- 2 Assess and manage risks appropriately, balancing their duty of care and the rights of individuals.
- 3 Develop and promote a culture to support staff and individuals with ASD to identify and manage risks.
- 4 Ensure that staff adhere to health, safety and risk assessment procedures and protocols when implementing activities with individuals with ASD.
- 5 Identify and access other support from within and outside your organisation for risks that are outside your area of competence.
- 6 Record and report on incidents according to legal and organisational procedures.

### **Assessment guidelines for the Unit**

To achieve this Unit you will need to apply skills and knowledge in practice. It is therefore essential that you are in a position to demonstrate competent practice in managing and supporting staff who work with individuals with ASD. That is, working as a manager or a senior practitioner, supporting other workers who are working with children, young people and/or adults with ASD either as a member of staff or within a prolonged work placement opportunity.

Evidence should be gathered wherever possible from naturally occurring events in the workplace. The evidence generated will be in the form of direct observations of practice and reflective accounts and may be supported by answers to questions.

## **Administrative Information**

<b>Unit code:</b>	DP2T 35
<b>Unit title:</b>	Manage Best Practice to Support Individuals with Autistic Spectrum Disorders
<b>Superclass category:</b>	PN
<b>Date of publication:</b>	August 2005
<b>Version:</b>	01
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## Higher National Unit specification: support notes

### Unit title: Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

This part of the Unit specification is offered as guidance. The support notes 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 primarily designed for candidates who are managers or senior practitioners in organisations that work with individuals diagnosed with ASD. However it can be used for candidates in a management or senior practitioner role who have worked or still work in a related care area and who are interested in working with individuals with ASD. In this case the candidate has to be able to access a prolonged work placement that will enable them to collect the evidence for the Unit in a real work setting.

This Unit should be assessed whilst working with individuals with Autistic Spectrum Disorders in a real work setting (usually within the candidate's own working environment). Evidence should be gathered wherever possible from naturally occurring events in the workplace. The evidence generated will be in the form of direct observations of practice, reflective accounts, and may be supported by answers to oral and written questions and written assignments.

This Unit is part of the PDA Certificate — Managing the Support of Individuals with Autistic Spectrum Disorders. The Unit may also be used as a stand-alone Unit, or could usefully form part of a professional development programme.

The knowledge required to underpin the practice should be gained from observations of practice; reflective accounts and may be supported by answers to oral and written questions, written assignments and projects.

### Outcome 1

Candidates should know about and be able to demonstrate that they can:

- 1 Assess the suitability of the environment to meet the needs of individuals with ASD.
- 2 Identify aspects of the environment that could and should be changed to meet the needs and facilitate the inclusion of all individuals for whom you are responsible.
- 3 Respond appropriately to feedback on environmental issues from staff and individuals with ASD.
- 4 Develop and implement plans that allow the introduction of change in the environment in ways that:
  - (a) minimise the anxieties of individuals
  - (b) minimise the disruption of normal routines and practice
  - (c) include appropriate contingency arrangements (for routine contingencies and for staffing contingencies)
  - (d) include appropriate staffing arrangements
  - (e) take into account risks and any risk assessments
  - (f) take into account the impact changes may have on the behaviour of individuals with ASD and others within the environment

## Higher National Unit specification: support notes (cont)

### Unit title: Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

- 5 Prepare in advance for events that may lead to disruption in the lives of individuals with ASD.
- 6 Ensure that staff are aware of, and understand how to deal with, events and changes that might cause disruption and anxiety to the individuals for whom they are responsible.
- 7 Ensure the environment and staffing arrangements provide consistency and continuity for all individuals.

#### Outcome 2

Candidates should know about and be able to demonstrate that they can:

- 1 Identify and access resources and information to support the needs of individuals with ASD.
- 2 Develop and implement systems and procedures to support best practice that:
  - (a) uses an active, holistic and empathetic approach to promote the independence of individuals with ASD
  - (b) empowers individuals with ASD to identify and manage risks
  - (c) empowers individuals with ASD to manage aspects of their lives as far as they are able
  - (d) supports individuals to manage change and its impact on their lives in a positive way.
- 3 Identify and promote best practice that takes account of the differing needs of individuals with ASD and which:
  - (a) acknowledges the differences and builds on the strengths of individuals with ASD
  - (b) identifies the potential of the different individuals with ASD
  - (c) enhances the motivation of individuals with ASD
  - (d) helps individuals to develop new social skills and abilities
  - (e) supports individuals with ASD to cope with change and transition in their lives.
  - (f) provides opportunities for the individual with ASD to grow, develop and manage their own lives as far as they are able
  - (g) takes account of any risks
  - (h) takes into account possible antecedents and triggers to behaviour that are challenging.
- 4 Identify, plan and support interventions, approaches and activities to:
  - (a) promote social functioning
  - (b) promote communication skills
  - (c) encourage flexibility of thought and actions among staff and individuals with ASD
  - (d) de-escalate events and incidents that could, and have previously led to behaviour that is challenging.
- 5 Observe and reflect on your own practice and communication to ensure that you provide a role model for workers who support the needs of individuals with ASD.
- 6 Work in partnership with individuals, key people and others within and outwith your organisation to:
  - (a) identify and provide for the information and support needs of individuals, parents, carers, families, key people and others
  - (b) assess the individuals' needs, abilities and potential
  - (c) assess and manage risks to the individuals, parents, carers, families, key people and others



## Higher National Unit specification: support notes (cont)

### Unit title: Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

- (d) develop, implement and review holistic person centred development plans to meet the needs of individuals with ASD
  - (e) identify antecedents and triggers that might lead to behaviour that is challenging
  - (f) deal with behaviour that is challenging
  - (g) plan, develop and ensure the implementation of interventions, approaches and activities that build on the individual's existing abilities, maximise the individual's potential and support individuals to manage their own lives as much as they are able
  - (h) evaluate the impact of interventions, therapies and approaches on individuals with ASD.
- 7 Reflect on your own practice and seek additional help, advice, training and support:
- (a) in areas that are outside your experience and competence to deal with
  - (b) to enable you to cope with anxieties, stress and distress.

### Outcome 3

Candidates should know about and be able to demonstrate that they can:

- 1 Develop and promote a culture where individuals with ASD and staff are able to seek your help and advice when they are anxious, troubled or disturbed.
- 2 Identify, plan, develop and implement procedures and practices to support individuals with ASD to deal with the impact of change on their lives and any risks this might create to the individual, staff and others.
- 3 Identify and implement risk assessment procedures for activities to promote the development and social functioning of specific individuals with ASD.
- 4 Assess and manage risks, appropriately balancing your duty of care and rights of individuals.
- 5 Identify antecedents and triggers that might lead to behaviour that is challenging and which might create a situation where there is the risk of harm and abuse (including self harm) to individuals and/or the environment.
- 6 Set in place procedures and practices to enable staff and individual to identify and take appropriate action when an individual's anxiety levels are likely to present a risk to themselves, others, yourself and/or the environment.
- 7 Identify relevant health, safety and risk assessment procedures and protocols when implementing activities with individuals with ASD and ensure that staff adhere to them.
- 8 Identify and access sources of support from others within and outwith your organisation in relation to risks that are outside your area of competence eg health and safety officers.
- 9 Use appropriate legal and organisational procedures and practices to record and report on incidents.

### Guidance on the delivery and assessment of this Unit

It is recommended that candidates collect the evidence for each of the Outcomes whilst undertaking their normal working practices or within a prolonged work placement opportunity when working as a manager or senior practitioner in a setting that supports individuals with ASD. For someone who is not working as a manager or senior practitioner with children, young people or adults with ASD, it is essential that they have access to prolonged and relevant work based learning opportunities where support is available from appropriately qualified/experienced staff in the specialised area of Autism to allow them to collect the evidence against the Outcomes.

## Higher National Unit specification: support notes (cont)

## **Unit title: Manage Best Practice to Support Individuals with Autistic Spectrum Disorders**

The context in which the practice requirements could be met may include social and health care settings, educational settings, recreational and leisure settings and community settings where the candidate is able to work with individuals with ASD.

### ***Opportunities for developing Core Skills***

**Core skills:** There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Candidates will have opportunities to develop the following Core Skills:

**Communication (Oral communication):** Given the communication needs of children, young people and adults with Autistic Spectrum Disorders, and the need for candidates to be able to interact with and support workers who need to communicate with individuals with ASD This Unit should provide numerous opportunities for candidates to collect evidence for the oral communication core skill when being observed and through reflective accounts and diary entries.

**Communication (Written communication):** Managing and supporting others who work in any context where the well being of individuals is being supported, necessitates the use of written communication to convey information about individuals, events, plans etc. Therefore, when completing this award candidates should be able to collect evidence for written communication.

**Information Technology:** Although the use of information technology is not a requirement in the Unit, some organisations use information technology systems to input records and reports, for processing other information and to retrieve information about individuals. In this instance candidates should be able to collect evidence towards this Unit. Candidates may also use information technology to produce their assessments.

**Problem Solving** is essential when supporting people who work with individuals with ASD. Also assessments will demand evidence of an understanding of theoretical concepts and an ability to give examples of how to relate this theory to practice.

**Working with others** is a critical competence when supporting people who work with individuals with ASD. One of the Outcomes requires candidates to 'Work in partnership with individuals, key people and others within and outside your organisation.

## **Open learning**

This Unit is suitable for Open Learning, provided the candidate has access to a suitable work placement and there is authentication of the candidate's evidence.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Manage Best Practice to Support Individuals with Autistic Spectrum Disorders

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

### **Unit title: Manage Best Practice to Support Individuals with Autistic Spectrum Disorders**

This Unit outlines the essentials of practice when working with individuals with Autistic Spectrum Disorders. The Unit will be assessed in real work settings with children, young people or adults diagnosed with Autistic Spectrum Disorders. You have to demonstrate the underpinning knowledge required for each Outcome by demonstrating the knowledge through its application to practice. This may also be supported by answers to oral and written questions, written assignments and projects.

You must be able to work as a manager or senior practitioner in at least one setting that supports individuals with Autistic Spectrum Disorders.

The Unit has 3 Outcomes. The first Outcome requires you to develop a positive environment that builds on the strengths and realistic expectations of individuals with ASD. The second relates to promoting best practice to empower individuals with ASD to manage their lives. Outcome 3 requires you to assess and manage risks for staff and individuals with ASD.

You will have to show that you have a sound knowledge and understanding of the nature and implications of managing or working as a senior practitioner in a setting that supports individuals with ASD. The relevant knowledge and understanding of values and rights of individuals; legislation and organisational policy and procedures; different aspects of ASD; the impact of ASD on the lives of individuals and others with whom they are associated; how to develop systems and procedures in environments that support individuals with ASD, how to bring about change, assess risks and implement risk assessment procedures and practices. You will also have to show that you know and understand the implications of and how to implement changes, using best evidence based practice. Knowledge and understanding of partnership working will also be essential to complete the Unit.