

## Higher National Unit Specification

### General information for centres

**Unit title:** Manage and Understand the Implications of Autistic Spectrum Disorders

**Unit code:** DP2V 35

**Unit purpose:** The purpose of this Unit is to specify the knowledge and understanding required for managers and senior practitioners who support people who work with children, young people and adults with Autistic Spectrum Disorders (ASD). The Unit can also be used for senior staff who work directly with individuals with ASD.

This Unit has three Outcomes which cover the knowledge and understanding required to work as a manager or senior practitioner in settings that support the needs of 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 oral communication. This will be evidenced through direct observation, 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 and Understand the Implications of 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. In addition 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. This Unit requires candidates to work effectively with multi-disciplinary teams.

**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, SVQ Managers in Residential Child Care level 4 and many candidates taking this qualification 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 demonstrate that you can apply your knowledge and understanding to practical work based tasks undertaken by managers and senior practitioners working with children, young people and/or adults with ASD. Evidence of your knowledge and understanding can be demonstrated in practice if you are working as a manager or senior practitioner with children, young people and/or adults with ASD or through a case study based on real work experience and practice.

## Higher National Unit specification: statement of standards

**Unit title:** Manage and Understand the Implications of Autistic Spectrum Disorders

**Unit code:** DP2V 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

Apply legislation, theories and approaches to ensure effective practice with individuals with ASD

#### Knowledge and/or skills

- ◆ legal and organisational procedures, practices, standards and guidance
- ◆ current research on, and associated with, ASD
- ◆ the diagnosis of ASD
- ◆ the use of evidence based practice for recording and reporting
- ◆ developing own practice

#### Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and understanding of:

- 1 Legal and organisational procedures and practice, codes of practice, standards and guidance relevant and important to their roles and responsibilities.
- 2 Current relevant and significant research on the complex nature of ASD, specific cognitive difficulties/differences of individuals with ASD, types of interventions and other conditions associated with ASD.
- 3 Key stages and tools in the assessment and diagnosis of individuals with ASD.
- 4 The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers.
- 5 How and where to access literature, information and support to inform your own practice and the practice of others.

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

**Unit title:** Manage and Understand the Implications of Autistic Spectrum Disorders

### **Outcome 2**

Plan and manage services to co-ordinate and meet the needs of individuals with ASD

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

- ◆ plan and manage services and staff who work with individuals with ASD
- ◆ risk assessment procedures and practices
- ◆ referral systems and procedures for individuals with ASD
- ◆ services to support the needs of individuals with ASD their parents, families, carers, other key people in their lives and others within and outside your organisation
- ◆ multidisciplinary team and agency working to support individuals with ASD

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and understanding of:

- 1 How to plan and manage services and staff to support the holistic needs of individuals with ASD.
- 2 Legal, organisational and personal risk assessment procedures and practices.
- 3 Referral systems and procedures for individuals with ASD.
- 4 The range of relevant services available for individuals with ASD nationally and locally.
- 5 How to support and manage staff who work with individuals with ASD.
- 6 How to work effectively with multi-disciplinary teams to develop and implement the most effective services for individuals with ASD.

### **Outcome 3**

Develop systems and procedures to support individuals with ASD

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

- ◆ develop and implement systems, procedures and practice
- ◆ provide appropriate environments and staffing arrangements to support individuals with ASD
- ◆ manage the impact of environmental and staff changes on individuals with ASD
- ◆ managing change

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

**Unit title:** Manage and Understand the Implications of Autistic Spectrum Disorders

### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and understanding of:

- 1 The personal, social, emotional, intellectual and health development of specific individuals with ASD.
- 2 How to structure environments and staffing arrangements to support staff and individuals with ASD.
- 3 How to support staff and individuals with ASD through the impact of environmental and staff changes, systematically, and in order to minimise anxiety.
- 4 The types of risks that might arise from environmental and staffing changes and how to deal with these.

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

To achieve this Unit candidates will need to demonstrate that they can apply knowledge and understanding to practical work based tasks undertaken by managers and senior practitioners working with children, young people and/or adults with ASD.

Where possible evidence should be gathered from naturally occurring events in the workplace. Alternatively a case study can be used to enable the candidates to demonstrate the knowledge and understanding contained within the Unit, and how this can be applied in practice. Where evidence is gathered from naturally occurring events then it will be in the form of direct observations of practice, reflective accounts, and may be supported by answers to oral and written questions or written assignments.

## **Administrative Information**

<b>Unit code:</b>	DP2V 35
<b>Unit title:</b>	Manage and Understand the Implications of Autistic Spectrum Disorders
<b>Superclass category:</b>	PN
<b>Date of publication:</b>	August 2005
<b>Version:</b>	01
<b>Source:</b>	SQA

© Scottish Qualifications Authority 2005

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.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

## **Higher National Unit specification: support notes**

### **Unit title: Manage and Understand the Implications of 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 working 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 needs to be able to collect the evidence and develop a case study based on work in real work settings where individuals have been diagnosed with ASD.

Where possible 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, written assignments, or a case study demonstrating the Outcomes specified in the Unit.

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.

### **Outcome 1**

Candidates should be able to demonstrate that they possess an understanding of:

- 1 Legal and organisational procedures and practices:
  - ◆ on equality, diversity and discrimination
  - ◆ for reporting and recording, access to and the security and confidentiality of information
  - ◆ the disclosure of information to third parties and the specific circumstances under which disclosure may be made
  - ◆ current local, national and European legislation and organisational requirements, procedures and practices for working with individuals with ASD

## Higher National Unit specification: support notes

### Unit title: Manage and Understand the Implications of Autistic Spectrum Disorders

- 2 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals with ASD.
- 3 The relevant legislation/guidelines/organisational policy/charters etc which have an impact on the design and delivery of a care package (eg National Care Standards; 'Same As You' document Valuing People' document; NHS Community Care Act 1990; Adults with Incapacity (Scotland) Act 2000; European Charter for People with Autism.
- 4 Current research on:
  - (a) the complex nature of ASD including — genetic links with and predispositions to ASD including classical autism, atypical autism and aspergers
  - (b) different types of interventions (psycho-educational eg ABA, PECs, SPELL, TEACH; psycho-pharmacological and biomedical eg diets, treatments, therapies) and their appropriateness and use with individuals with ASD
  - (c) other conditions associated with ASD eg global learning disability, mental health issues, ADHD
  - (d) specific cognitive difficulties/differences of individuals with ASD, including theory of the mind, central coherence and executive functioning.
- 5 Up-to-date knowledge of:
  - (a) the literature related to best practice in working with and delivering services for individuals with ASD
  - (b) government reports, inquiries and research relevant to working and delivering services for individuals with ASD
  - (c) government reports and inquiries about providing services for and protecting individuals with ASD.
- 6 Key stages (Stage 1: Recognition of difficulties; Stage 2: General assessments; Stage 3: Specific), features and tools (eg CHAT, ICD-10) in the assessment and diagnosis of individuals with ASD.
- 7 The triad of impairments, and how the individual impairments within the triad might and do manifest themselves differently in individuals with ASD.
- 8 Concepts such as — literal thinking, theory of mind/mind blindness, thinking in pictures, rigidity of thought, echolalia, obsessional repetitive behaviour, self-injurious behaviour, understanding of social rules and information processing.
- 9 How to manage ethical dilemmas and conflicts that arise when working with and supporting staff who work with individuals with ASD.
- 10 The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers.
- 11 The use of evidence based practice to:
  - (a) justify your actions and decisions
  - (b) record and report processes and outcomes of your work.



## Higher National Unit specification: support notes

### Unit title: Manage and Understand the Implications of Autistic Spectrum Disorders

#### Outcome 2

Candidates should be able to demonstrate knowledge and understanding of:

- 1 How to plan and manage services that support the holistic needs of individuals with ASD that include the individual's educational, personal, social, emotional and health needs.
- 2 How to develop and implement holistic person centred development plans to meet the needs of individuals with ASD.
- 3 Legal, organisational and personal risk assessment and management procedures and practices.
- 4 Legal, organisational and best practice for dealing with behaviour that may be challenging.
- 5 The differing types and processes for the referral of individuals with ASD and the roles of different people and organisations in this process.
- 6 The range of relevant services available for individuals with ASD nationally and locally. How ASD can affect the identity, self-esteem and self-image of the individuals with whom you work.
- 7 How to support and manage staff working with individuals with ASD.
- 8 How to support parents, carers, family members and others in understanding and supporting individuals with ASD.
- 9 How to work effectively with multi-disciplinary teams to develop and implement the most effective services for individuals with ASD.
- 10 The reasons for, and how to support staff to:
  - (a) identify and assess risks
  - (b) balance duty of care and the rights of individuals
  - (c) contribute to the assessment of individuals with ASD
  - (d) use best practice when working with individuals with ASD
  - (e) avoid working practices and behaviour that might lead to challenging behaviour in individuals with ASD
  - (f) understand and complete records.
- 11 How to recognise the limitations and emotional needs of staff (individually and as a whole) and the effect these may have on the member of staff and their ability to support individuals with ASD.
- 12 Methods of supporting staff who work with individuals with ASD eg de-briefing.
- 13 Communication skills that are useful when working with, and supporting others to work with, individuals with ASD and those to be avoided.
- 14 The types, functioning and purpose of different aids and approaches to communication, social interaction and functioning that are used with the individuals with ASD.

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

### Unit title: Manage and Understand the Implications of Autistic Spectrum Disorders

#### Outcome 3

Candidates should be able to demonstrate knowledge and understanding of:

- 1 The development and implementation of systems, procedures and practice to support the personal, social, emotional, intellectual and health development of specific individuals with ASD.
- 2 How to structure environments and staffing arrangements to support staff and individuals with ASD.
- 3 How to manage the impact of environmental and staff changes on individuals with ASD.
- 4 The types of risks that might arise from environmental and staffing changes and how to deal with these.
- 5 How to introduce change and support staff and individuals with ASD through the change process, systematically and in order to minimise anxiety.
- 6 Knowledge of how to develop and implement systems, procedures and practice to support the personal, social, emotional, intellectual and health development of specific individuals with ASD.
- 7 How to structure environments and staffing arrangements to support staff and individuals with ASD.
- 8 How to manage the impact of environmental and staff changes on individuals with ASD and any risks that might arise from such changes.
- 9 How to introduce change (to routines, the environment, behaviour patterns) systematically and in order to minimise anxiety.
- 10 The range of challenging behaviours that may be exhibited by individuals with ASD and how to:
  - (a) identify the antecedents and triggers to the behaviour
  - (b) deal with behaviour including using interventions such as de-escalation, distraction and diversion, guiding and steering.
- 11 The reasons for, and how to support staff to:
  - (a) minimise the anxiety of individuals with ASD
  - (b) identify and assess risks that might be caused by change
  - (c) contribute to the planning and support of individuals with ASD through the change process
  - (d) manage the change process
  - (e) develop working practices that minimise the anxiety in individuals with ASD
  - (f) identify aspects of behaviour, the environment, situations and context that might cause anxiety in specific individuals with ASD and avoid working practices and behaviour that might exacerbate anxiety and behaviour that is challenging
  - (g) understand and complete records.
- 12 You and your staff need to have empathy with and understanding of the 'worlds' of individuals with ASD.

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

**Unit title:** Manage and Understand the Implications of Autistic Spectrum Disorders

### 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 as a manager or senior practitioner in a setting with individuals with ASD. If someone who is not working as a manager or senior practitioner with children, young people or adults with ASD is completing this Unit, 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.

The context in which the 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 Skills. This will be evidenced through direct observation, 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 Units, 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. In addition 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. This Unit requires candidates to work effectively with multi-disciplinary teams.

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

**Unit title:** Manage and Understand the Implications of Autistic Spectrum Disorders

### **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).

### **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 and Understand the Implications of Autistic Spectrum Disorders**

This Unit outlines the essential knowledge and understanding required to work as a manager or senior practitioner in support of 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 or from case study material derived from work within settings with children, young people or adults diagnosed with Autistic Spectrum Disorders.

This is a knowledge based Unit but you should gather evidence, 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, written assignments, or a case study demonstrating the knowledge and understanding specified in the Unit.

The Unit has three Outcomes. The first Outcome requires you to apply legislation, theories and approaches to ensure effective practice with individuals with ASD. The second relates to planning and managing services to co-ordinate and meet the needs of individuals with ASD. Outcome 3 requires you to develop systems and procedures to support individuals with ASD. All Outcomes require you to demonstrate that you can apply your knowledge and understanding to practical work based tasks undertaken by managers and senior practitioners working with children, young people and/or adults with ASD.