



Ascentis Level 3 Award in
Communication Support for Verbal
Pupils with Autism Spectrum Disorder:
From Theory into Practice

Specification

Ofqual Number: 601/7252/6

Ofqual Start Date: 01/09/2015

Ofqual Review Date: 31/08/2020

Ofqual Certification Review Date: 31/08/2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 3 AWARD IN COMMUNICATION SUPPORT FOR VERBAL PUPILS WITH AUTISM SPECTRUM DISORDER: FROM THEORY INTO PRACTICE

Introduction

The Ascentis qualifications in Speech and Language Support provide the practical skills and underpinning knowledge to enable those working with children and young people to develop the speech, language and communication (SLC) skills of all in their care, but particularly those with difficulties in these areas.

These specialist units are available so that learners can develop their skills with a specific age group e.g. 0-3s, 3-5s, 5-11s and 11-16s or those with specific needs e.g. severe and complex communication needs or autism spectrum disorder.

Aims

The Ascentis 3 Awards in communication support for verbal pupils with autism spectrum disorder: from theory into practice aims to:

- Build practitioners confidence and skills to support the communication and language development of ALL children with Autism Spectrum Disorder but especially those with speech and language difficulties.
- Provide educational settings with a highly skilled workforce to help narrow the gap and improve the life chances of children.

This qualification is also suitable for those working with children learning English as an additional language and other special educational needs.

Target Group

This qualification is aimed at individuals aged 16-18 and 19+ working in educational settings.

The Level 3 qualification would be best suited to learners who have previously achieved other qualifications at Level 3 and above such as A Levels although this is not a prerequisite.

Learners need to be able to observe and communicate with children and young people to provide practical evidence for their portfolio.

Ofqual Qualification Number:

601/7252/6 Ascentis Level 3 Award in Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice

Rules of Combination

| 601/7252/6 Ascentis Level 3 Award in Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice | | | | |
|---|---------|--------------|-----|------------|
| There is one mandatory unit of 9 credits | | | | |
| A (Mandatory unit) | | | | |
| Title | Level | Credit Value | GLH | Unit ref |
| Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice | Level 3 | 9 | 50 | A/507/7078 |

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 3 Award in Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice is 63.

Total Qualification Time

The total qualification time for Level 3 Award in Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice is 63.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18, 19+

Opportunities for Progression

Learners may gain more than one of the qualifications in this suite to enable them to support children of a range of ages and special needs. They may progress onto further, related, qualifications. In addition, possession of one or more of the qualifications can lead to greater responsibility in current job roles, more senior job roles, and will enhance career prospects.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will normally be visited twice a year for external verification; although more frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Staff development, including guidance and support for assessors and internal quality assurance staff can be requested either as part of an external verification visit or as a bespoke session for centres. Please contact the Ascentis Quality Assurance team for further details qualityassurance@ascentis.co.uk.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should hold a subject related qualification at a minimum of the level above in the area in which they are making assessment decisions / delivering the qualification or recent, extensive and relevant experience in the sector in which the qualification resides. Advice can be sought from the Ascentis office about relevant qualifications and appropriate levels of experience.

Assessors should also be qualified to make assessment decisions. Relevant qualifications include:

- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should preferably hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or a PGCE.

Internal Quality Assurers (IQA) need to meet the requirements for assessors as specified above and have knowledge and experience of the internal assurance process. Training is available from Ascentis for anyone new to this role. Contact the Ascentis office for further details.

The requirements above apply from the 1st January 2017.

UNIT SPECIFICATIONS

Unit Title: Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice

Unit Reference Number: A/507/7078

Credit Value of Unit: 9

GLH of Unit: 50

Level of Unit: 3

Introduction

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1. Understand the processes involved in communication and the links between language, learning, behaviour, and social and emotional development in pupils with Autism Spectrum Disorder (ASD) | 1.1. Identify the processes involved in receptive and expressive language |
| | 1.2. Identify the strengths and weaknesses of the speech, language and communication skills of a pupil with ASD |
| | 1.3. Analyse the links between the language, learning, behaviour, and social and emotional development of a pupil with ASD |
| 2. Understand the impact that sensory integration difficulties have on a pupil with ASD | 2.1. Describe the seven sensory systems operating in the human body |
| | 2.2. Complete a sensory processing checklist on a pupil with ASD |
| | 2.3. Write a report that summarises the pupil's sensory development and the impact this has on the pupil's learning, interaction and behaviour |
| 3. Understand the role of non-verbal communication in the learning of a pupil with and without ASD | 3.1. Reflect on a learning situation with a pupil without ASD and describe the impact of non-verbal communication |
| | 3.2. Discuss and evaluate the relative importance of non-verbal communication when communicating with a pupil with ASD |
| 4. Know how to apply practical strategies to improve the listening and attention skills of pupils with ASD | 4.1. Assess the level of attention skills of a pupil with ASD with whom they work |
| | 4.2. Implement strategies to support a pupil with ASD to listen and attend to a learning activity |
| | 4.3. Evaluate strategies to support the same pupil's ability to listen and attend to a learning activity |
| 5. Know how physical and visual structures support the learning and communication of a pupil with ASD | 5.1. Describe examples of physical and visual structure |
| | 5.2. Explain how each structure supports a pupil with ASD |
| | 5.3. Describe a situation where using physical structure would be beneficial |
| | 5.4. Evaluate the effectiveness of applying physical structure |
| | 5.5. Make examples of visual structure and describe how each was used |

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| | 5.6. Evaluate the implementation of the visual structures |
| 6. Know how to apply practical strategies to promote memory in pupils with ASD | 6.1. Implement practical strategies to promote the memory skills of a pupil with ASD |
| | 6.2. Evaluate the practical strategies used to promote memory skills |
| 7. Know how to develop the language of emotions of a pupil with ASD through multi-sensory learning | 7.1. Describe the implementation of a multi-sensory strategy to teach emotional language to a pupil with ASD |
| | 7.2. Evaluate the multi-sensory strategy used to teach emotional language |
| | 7.3. Describe how to generalise the learning of emotional language |
| | 7.4. Explain why the generalising the learning of emotional language is important for a pupil with ASD |
| 8. Understand how to promote the vocabulary development of pupils with ASD | 8.1. Implement the use of strategies to promote vocabulary development of pupils with ASD |
| | 8.2. Evaluate the use of the two multi-sensory strategies to promote vocabulary development of pupils with ASD |
| 9. Know how to monitor and apply practical strategies to develop the receptive language skills of a pupil with ASD | 9.1. Devise and implement an informal assessment of receptive language with a pupil with ASD |
| | 9.2. Give examples of differentiated language which enables a pupil with ASD with whom they work to access the curriculum |
| | 9.3. Discuss the relevance of the strategy for pupils with ASD |
| 10. Be able to use appropriate styles of adult-child interaction to promote the communication skills of pupils with ASD | 10.1. Reflect on and analyse their personal style of interaction with a pupil with ASD |
| | 10.2. Plan and implement a change in adult-child interaction when supporting a pupil with ASD |
| | 10.3. Evaluate the effect of changing one aspect of interaction when interacting with a pupil with ASD |
| | 10.4. Describe a suitable interactive situation that could be used to develop social interaction skills in a pupil with ASD |
| | 10.5. Apply a strategy to develop social interaction skills |
| | 10.6. Evaluate the impact of changing the strategy |
| | 10.7. Identify learning points relating to the introduction of this strategy and state the action to be taken |
| 11. Understand Theory of Mind and how delayed development in this area affects a pupil with ASD | 11.1. Define the term 'Theory of Mind' |
| | 11.2. Give an example of how delayed development of Theory of Mind may affect a pupil with ASD |

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| | 11.3. Describe an observed episode of challenging behaviour and explain how Theory of Mind might account for the observed behaviour and interaction |
| 12. Be able to identify and promote the social communication skills of pupils with ASD | 12.1. Identify the social communication skills of a pupil with ASD |
| | 12.2. Write a report to summarising the social communication strengths and weaknesses of an pupil with ASD with whom they work |
| | 12.3. Implement strategies to support the development of social skills in a pupil with ASD |
| | 12.4. Evaluate the impact of the strategies on the pupil's social skills |
| 13. Know how to adapt the communication environment to promote positive behaviour of a pupil with ASD | 13.1. Use an appropriate method to record observations of behaviour of a pupil with ASD |
| | 13.2. Reflect on the impact of communication difficulties on behaviour and propose alternative teaching methods to minimise behavioural challenges |
| 14. Understand how practice has changed as a result of completing the course | 14.1. Evaluate changes in personal practice as a result of gaining practical skills and knowledge |
| 15. Know how to support verbal pupils with ASD to positively engage in learning activities | 15.1. Devise a Communication Plan for a pupil with ASD to demonstrate knowledge gained throughout the course by identifying the pupil's strengths and weaknesses and selecting appropriate support strategies |
| | 15.2. Describe three challenges to implementing the strategies |

Assessment Method

A qualified speech and language therapist registered with the Health Professionals Council (HPC) must be involved in the assessment and delivery of this unit, and in the writing of course materials.

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

601/7252/6 Ascentis Level 3 Award in Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice

| | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|--|---------|--------------|----------------|--------------------|--|
| Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice | Level 3 | 9 | | | |

Learner Name _____

Minimum Credit Value of Qualification 9

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

A/507/7078

Communication Support for Verbal Pupils with Autism Spectrum Disorder: From Theory into Practice

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify the processes involved in receptive and expressive language | | | | |
| 1.2. Identify the strengths and weaknesses of the speech, language and communication skills of a pupil with ASD | | | | |
| 1.3. Analyse the links between the language, learning, behaviour, and social and emotional development of a pupil with ASD | | | | |
| 2.1 Describe the seven sensory systems operating in the human body 2.2. Complete a sensory processing checklist on a pupil with ASD 2.3. Write a report that summarises the pupil's sensory development and the impact this has on the pupil's learning, interaction and behaviour | | | | |
| 3.1 Reflect on a learning situation with a pupil without ASD and describe the impact of non-verbal communication | | | | |
| 3.2. Discuss and evaluate the relative importance of non-verbal communication when communicating with a pupil with ASD | | | | |
| 4.1 Assess the level of attention skills of a pupil with ASD with whom they work | | | | |
| 4.2. Implement strategies to support a pupil with ASD to listen and attend to a learning activity | | | | |
| 4.3. Evaluate strategies to support the same pupil's ability to listen and attend to a learning activity | | | | |
| 5.1 Describe examples of physical and visual structure | | | | |
| 5.2. Explain how each structure supports a pupil with ASD | | | | |
| 5.3. Describe a situation where using physical structure would be beneficial | | | | |
| 5.4. Evaluate the effectiveness of applying physical structure | | | | |
| 5.5. Make examples of visual structure and describe how each was used | | | | |
| 5.6. Evaluate the implementation of the visual structures | | | | |
| 6.1 Implement practical strategies to promote the memory skills of a pupil with ASD | | | | |
| 6.2. Evaluate the practical strategies used to promote memory skills | | | | |

| | | | | |
|--|--|--|--|--|
| 7.1 Describe the implementation of a multi-sensory strategy to teach emotional language to a pupil with ASD | | | | |
| 7.2. Evaluate the multi-sensory strategy used to teach emotional language | | | | |
| 7.3. Describe how to generalise the learning of emotional langu | | | | |
| 7.1 Describe the implementation of a multi-sensory strategy to teach emotional language to a pupil with ASD | | | | |
| 7.2. Evaluate the multi-sensory strategy used to teach emotional language | | | | |
| 7.3. Describe how to generalise the learning of emotional langu | | | | |
| 9.1 Devise and implement an informal assessment of receptive language with a pupil with ASD | | | | |
| 9.2. Give examples of differentiated language which enables a pupil with ASD with whom they work to access the curriculum | | | | |
| 9.3. Discuss the relevance of t | | | | |
| 10.1 Reflect on and analyse their personal style of interaction with a pupil with ASD | | | | |
| 10.2. Plan and implement a change in adult-child interaction when supporting a pupil with ASD | | | | |
| 10.3. Evaluate the effect of changing one aspect of interaction w | | | | |
| 11.1 Define the term Theory of Mind | | | | |
| 11.2. Give an example of how delayed development of Theory of Mind may affect a pupil with ASD | | | | |
| 11.3. Describe an observed episode of challenging behaviour and explain how Theory of Mind might account for the o | | | | |
| 12.1 Identify the social communication skills of a pupil with ASD | | | | |
| 12.2. Write a report to summarising the social communication strengths and weaknesses of an pupil with ASD with whom they work | | | | |
| 12.3. Implement strategies to support the development of social skills in a pupil with ASD | | | | |
| 12.4. Evaluate the impact of the strategies on the pupil's social skills | | | | |
| 13.1. Use an appropriate method to record observations of behaviour of a pupil with ASD | | | | |
| 13.2. Reflect on the impact of communication difficulties on behaviour and propose alternative teaching methods to minimise behavioural challenges | | | | |
| 14.1. Evaluate changes in personal practice as a result of gaining practical skills and knowledge | | | | |

| | | | | |
|---|--|--|--|--|
| 15.1. Devise a Communication Plan for a pupil with ASD to demonstrate knowledge gained throughout the course by identifying the pupil's strengths and weaknesses and selecting appropriate support strategies | | | | |
| 15.2. Describe three challenges to implementing the strategies | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____