Ascentis Level 3 Award in Supporting Verbal Pupils with Autism Spectrum Disorder

Specification

Ofqual Number:	**601/7177/7**
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

Ascentis
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

TABLE OF CONTENTS

ASCENTIS LEVEL 3 AWARD IN SUPPORTING VERBAL PUPILS WITH AUTISM SPECTRUM DISORDER

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 Level 3 Award in supporting verbal pupils with autism spectrum disorder aims to:

- Build practitioners confidence and skills to support the communication and language development of ALL children aged 5-11 years 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 young 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:

- 601/7177/7 Ascentis Level 3 Award in Supporting Verbal Pupils with Autism Spectrum Disorder

Rules of Combination

601/7177/7 Ascentis Level 3 Award in Supporting Verbal Pupils with Autism Spectrum Disorder				
There is one mandatory unit of 6 credits				
A (Mandatory unit)				
Title	Level	Credit Value	GLH	Unit ref
Supporting Verbal Pupils with Autism Spectrum Disorder	Level 3	6	38	F/507/6921

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 3 Award in Supporting Verbal Pupils with Autism Spectrum Disorder is 38.

Total Qualification Time

The total qualification time for Level 3 Award in Supporting Verbal Pupils with Autism Spectrum Disorder is 38.

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: Supporting Verbal Pupils with Autism Spectrum Disorder
Unit Reference Number: F/507/6921

Credit Value of Unit: 6   **GLH of Unit:** 38   **Level of Unit:** 3

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the processes of communication that are most likely to be affected by a diagnosis of Autism Spectrum Disorder (ASD) and the impact this will have on a pupil's learning	1.1. Identify the processes of communication that are most likely to be affected by a diagnosis of ASD
	1.2. Complete an observation checklist and use this to indicate the strengths and weaknesses of a pupil with ASD with whom they work
	1.3. Give examples of the impact of ASD on the learning 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. Know how physical and visual structures support the learning and communication of a pupil with ASD	3.1. Describe examples of physical and visual structure
	3.2. Explain how each structure supports a pupil with ASD
	3.3. Describe a situation where using physical structure would be beneficial to a pupil with ASD
	3.4. Evaluate the effectiveness of applying physical structure
	3.5. Make examples of visual structure and describe how each was used
	3.6. Evaluate the implementation of the visual structures
4. Know how to develop the vocabulary of emotions through multi-sensory learning	4.1. Implement and evaluate a multi-sensory strategy to teach emotional vocabulary
	4.2. Describe how to generalise the learning of emotional vocabulary
	4.3. Explain why the generalising the learning of emotional vocabulary is important for a pupil with ASD
5. Understand the Theory of Mind and how delayed development in this area affects a pupil with ASD	5.1. Define the term 'Theory of Mind'
	5.2. Describe an observed episode of challenging behaviour and explain how Theory of Mind can account for the behaviour

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
6. Understand how to develop the social interaction skills of a pupil with ASD	6.1. Describe a suitable interactive situation that could be used to develop social interaction skills
	6.2. Apply and evaluate a strategy to develop social interaction skills
	6.3. Identify learning points relating to the introduction of this strategy and state the action to be taken

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. Assessment must be carried out in accordance with Skills for Care and Development's Assessment Principles

Equivalences

N/A

Summary Record of Achievement

601/7177/7 Ascentis Level 3 Award in Supporting Verbal Pupils with Autism Spectrum Disorder

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Supporting Verbal Pupils with Autism Spectrum Disorder	Level 3	6			

Learner Name _____

Minimum Credit Value of Qualification   X

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) _____

F/507/6921
Supporting Verbal Pupils with Autism Spectrum Disorder

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the processes of communication that are most likely to be affected by a diagnosis of ASD				
1.2. Complete an observation checklist and use this to indicate the strengths and weaknesses of a pupil with ASD with whom they work				
1.3. Give examples of the impact of ASD on the learning 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 Describe examples of physical and visual structure				
3.2. Explain how each structure supports a pupil with ASD				
3.3. Describe a situation where using physical structure would be beneficial to a pupil with ASD				
3.4. Evaluate the effectiveness of applying physical structure				
3.5. Make examples of visual structure and describe how each was used				
3.6. Evaluate the implementation of the visual structures				
4.1 Implement and evaluate a multi-sensory strategy to teach emotional vocabulary				
4.2. Describe how to generalise the learning of emotional vocabulary				
4.3. Explain why the generalising the learning of emotional vocabulary is important for a pupil with ASD				
5.1 Define the term 'Theory of Mind'				
5.2. Describe an observed episode of challenging behaviour and explain how Theory of Mind can account for the behaviour				
6.1 Describe a suitable interactive situation that could be used to develop social interaction skills				
6.2. Apply and evaluate a strategy to develop social interaction skills				
6.3. Identify learning points relating to the introduction of this stra				

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 _____