





This qualification specification covers the following qualification:

Qualification Number	Qualification Title
601/1977/9	Gateway Qualifications Level 3 Award in Supporting Children and Young People with Autism

Version and date	Change detail	Section/Page Reference
5.0 (Nov 2022)	Removed address and changed back cover.	Page 16
	Funding section updated	Page 7

## About this qualification specification

This qualification specification is intended for Tutors, Assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/recognition](http://www.gatewayqualifications.org.uk/recognition)

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## 1. Qualification Information

### 1.1 About the qualification

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The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The qualification is intended to provide continuous professional development (CPD) for both support and teaching staff who are responsible for facilitating the learning of children or young people with autism. Learners will gain an in-depth understanding of strategies that can be used to support the learning and development of children and young people with autism and the skills to apply some of these strategies in practice with a specific child or young person. Therefore learners must be working in an environment where they are responsible for supporting the learning of one or more children or young people with autism.

The qualification has been developed with the support of professionals offering CPD to staff working with children and young people with special educational needs.

### 1.2 Purpose

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The purpose of the Gateway Qualifications Level 3 Award in Supporting Children and Young People with Autism is to develop individuals' understanding in order that they can undertake a specific role in the workplace.

### 1.3 Key Facts

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Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Award in Supporting Children and Young People with Autism	70	40	7

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not

under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## 1.4 Achievement methodology

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The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

## 1.5 Geographical Coverage

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This qualification has been approved by Ofqual to be offered in England.

## 1.6 Progression Opportunities

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This qualification is intended to increase the learners' capacity to support the learning of children and young people with autism, within their current job role. It may also provide a first step towards gaining a broad skill set relevant to working with children and young people with different types of support needs. Successful learners could progress to a larger qualification such as a Level 3 Certificate in Supporting Teaching and Learning in Schools or a Level 3 Certificate in Learning Support or a Level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

## 1.7 Relationship with other frameworks

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There is no direct link to other frameworks, although as above the qualification provides progression to other qualifications.

## 1.8 Funding

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For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

## 1.9 Equality, Diversity and Inclusion

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.



## 2. Learner Entry Requirements

### 2.1 Age

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The approved age range for these qualifications is 19+.

### 2.2 Prior Qualifications

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There is no requirement for learners to have achieved prior qualifications.

### 2.3 Prior Skills/Knowledge/Understanding

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There is no requirement for learners to have prior skills, knowledge or understanding, although it is expected that learners will be working in an environment where they are responsible for supporting the learning of one or more children or young people with autism.

### 2.4 Restrictions

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There are no restrictions to entry, other than that learners must be working in an environment where they are responsible for supporting the learning of one or more children or young people with autism.

### 2.5 Access to qualifications for learners with disabilities or specific needs

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

#### Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

## 2.6 Additional Rules/Guidance

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It is expected that learners will be working in an environment where they are responsible for supporting the learning of one or more children or young people with autism.

## 2.7 Recruiting Learners with Integrity

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It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

## 3. Achieving the Qualification

### 3.1 Qualification Structure (Rules of Combination and Unit List)

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The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. These are detailed below.

### Gateway Qualifications Level 3 Award in Supporting Children and Young People with Autism

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Learners must complete the single mandatory unit totalling 7 credits.

Unit Reference Number	Unit Title	Level	Guided Learning	Credit Value
T/615/2869	Supporting Children and Young People with Autism	3	40	7

### 3.2 Recognition of Prior Learning (RPL)

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Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to this qualification.

## Unit Details

**Unit Title:** Supporting Children and Young People with Autism

**Unit Reference Number:** T/615/2869

**Level:** Level 3

**Guided Learning Hours:** 40

**Credit Value:** 7

**Sector Subject Area:** 13.2 Direct Learning Support

**Assessment Guidance:** Portfolio of Evidence

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the impairments and sensory sensitivities associated with autism.	<p>1.1 Explain how the areas of difference associated with autism can be categorised into either a triad or dyad of impairments.</p> <p>1.2 Summarise the characteristics associated with each area of difference.</p> <p>1.3 Explain how children and young people with autism may be hypersensitive or hyposensitive within each of the seven senses.</p> <p>1.4 Assess the areas of difference, in relation to the triad or dyad including the sensory sensitivities of an individual child or young person with autism.</p>
2 Be able to devise and use visual strategies to support learning and development.	<p>2.1 Explain how visual strategies can be used to support the learning and development of children and young people with autism.</p> <p>2.2 Develop different visual strategies for an individual child or young person for different purposes, providing</p>

	<p>information on how each strategy will be applied, monitored and its impact measured.</p> <p>2.3 Implement, monitor and revise as necessary, a visual strategy for an individual child or young person with autism.</p> <p>2.4 Review the effectiveness of the strategy and its impact.</p>
<p>3 Be able to assess the communication abilities and development needs of a child or young person with autism.</p>	<p>3.1 Evaluate an individual child's or young person's ability to communicate against the stages of typical communication development.</p> <p>3.2 Explain how assessment findings can be used to support the development of communication skills in a child or young person with autism.</p>
<p>4 Be able to evaluate techniques, strategies and resources for supporting the development of communication skills for a child or young person with autism.</p>	<p>4.1 Evaluate the appropriateness of different techniques and strategies that could be used to support the development of communication skills for an individual child or young person.</p> <p>4.2 Assess the effectiveness of the resources and techniques used to support the development of communication skills for an individual child or young person.</p>
<p>5 Understand strategies to support the development of social skills in children and young people with autism.</p>	<p>5.1 Explain how different strategies for developing social skills could be applied to support the development of social skills for an individual child or young person with autism.</p> <p>5.2 Analyse the effectiveness of the strategies used to develop the social skills of an individual child or young person with autism.</p>
<p>6 Understand how to develop a suitable learning environment for children or young people with autism.</p>	<p>6.1 Evaluate a specific setting against relevant local and national standards to assess its suitability as a learning environment for children or young people with autism.</p> <p>6.2 Explain how a specific environment could be improved to better support the</p>

	learning and development of children or young people with autism.
7 Be able to develop an effective relationship with the parents/carers of children or young people with autism.	<p>7.1 Assess the effectiveness of own relationship with the parents/carers of an individual child or young person.</p> <p>7.2 Identify and implement improvements to own relationship with the parents/carers of an individual child or young person.</p>
8 Be able to analyse the behaviour of a child or young person with autism and identify strategies for reducing or eliminating challenging behaviours.	<p>8.1 Use an appropriate tool to record relevant observations of the behaviour of an individual child or young person with autism over a period of days.</p> <p>8.2 Identify behaviour that is challenging, the factors contributing to or causing the challenging behaviour, and what the child or young person may be communicating through their behaviour.</p> <p>8.3 Explain possible strategies for addressing challenging behaviours of an individual child or young person with autism.</p> <p>8.4 Identify the skills the individual child or young person needs to better to self-regulate their own behaviour.</p>

### 3.3 Links to other qualifications

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There are no direct links with other qualifications.

## 4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

### 4.1 Method of Assessment

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The method of assessment for the qualification is through a portfolio of evidence.

### 4.2 Assessment Materials

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There are no specific assessment materials provided for this qualification.

### 4.3 Qualification-Specific Centre Requirements

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There are no additional specific centre requirements.

### 4.4 Qualification-Specific Tutor/Assessor Requirements

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Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

### 4.5 Qualification-Specific Quality Assurance Requirements

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There are no additional internal/external quality assurance requirements for this/these qualification.



## 5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

