



**AIM**QUALIFICATIONS

Handbook  

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for centre staff



**AIM Qualifications**  
**Suite of Understanding Autism Qualifications**  
**RESTRICTED**

## Document Version History

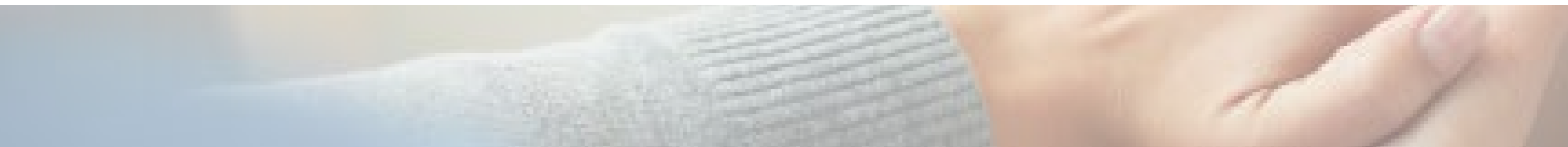
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Version Number	Date	Description
3	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (page 8) Geographical coverage updated for Level 2 Certificate to include Wales (page 8)
4	May 2022	Review date updated to 31/12/2023 for the following qualifications (page 8): 603/2828/9 Level 2 Certificate in Understanding Autism 603/3631/6 Level 2 Award in Understanding Autism

“ I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.

It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.

Carol Harmston, AIM Centre



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## Introduction

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Welcome to the AIM Qualifications Suite of Understanding Autism Qualification Handbook. This Handbook contains everything you need to know about this qualification and is intended for Tutors, Assessors, Internal Verifiers and other staff involved with the planning, delivery and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the Qualification Handbook is in use.

## About Us

AIM is a national and international Awarding Organisation. We offer a large number of regulated qualifications at different levels and in a wide range of subject areas, Access to Higher Education Diplomas and End Point Assessments. Our products are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally. We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.



## Qualification Overview

# Section One

## About these Qualifications

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The AIM Suite of Understanding Autism Qualifications are aimed at learners who wish to understand the challenges faced by people with autism and develop their understanding of the mental condition.

These qualifications have been designed to provide CPD for the autism workforce and people working in aligned sectors.

The main purpose of these qualifications is to develop knowledge and understanding in this subject area and to prepare learners for further learning and training which will enhance employment and training prospects.

These qualifications have been developed in partnership with and are restricted to Weston College.



## Qualification Details

Qualification	
AIM Qualifications Level 2 Award in Understanding Autism	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Pass / Fail
Geographical Coverage	England
Operational Start Date	01/10/2018
Review Date	31/12/2023
Sector	1.3 Health and Social Care
Qualification Number	603/3631/6
Learning Aim Reference	60336316
Guided Learning Hours (GLH)	66
Total Qualification Time (TQT)	80
Learner Age	16+
Rules of Combination	Learners must successfully complete all essential components

Qualification	
AIM Qualifications Level 2 Certificate in Understanding Autism	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Pass / Fail
Geographical Coverage	England, Wales
Operational Start Date	01/01/2018
Review Date	31/12/2022
Sector	1.3 Health and Social Care
Qualification Number	603/2828/9
Learning Aim Reference	60328289
Guided Learning Hours (GLH)	142
Total Qualification Time (TQT)	171
Learner Age	16+
Rules of Combination	Learners must successfully complete all essential components

## Total Qualification Time and Guided Learning Hours

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is made up of two elements:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor-led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore the Total Qualification Time (TQT) for the qualification is 36 hours.

## Progression Opportunities

There is no direct progression, although completion of this course could open other opportunities. An Access course in Health and Social Care for example. An Fdsc in Inclusive Practice would also view the completion of this course a distinct advantage.

## Entry Guidance

The courses does not require any prior qualifications, although a basic understanding of autism would be advantageous. The course is predominantly aimed at learners aged 19+, however, anyone interested in autism or working within a public facing organisation should be able to benefit from this qualification.

## Qualification Dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated. The certification end date will be three years from the operational end date.

## Resource Requirements

There are no specific resource requirements for these qualifications.

# Qualification Structure

# Section Two

## Qualification Structure

This section details the rules of combinations for these qualifications. All components are detailed in the next section.

Rules of combination for: AIM Qualifications Level 2 Award in Understanding Autism				
Learners must successfully complete all essential components.				
Component Code	Component Title	Level	GLH	Page No.
<b>Essential</b>				
D/616/8189	Introduction to Autism	Two	36	21
D/616/8192	Supporting Individuals with Autism to Live Healthy and Fulfilled Lives	Two	30	33



Rules of combination for: AIM Qualifications Level 2 Certificate in Understanding Autism				
Learners must successfully complete all essential components.				
Component Code	Component Title	Level	GLH	Page No.
<b>Essential</b>				
R/616/8190	Communication and Social Interaction in Individuals with Autism	Two	22	17
D/616/8189	Introduction to Autism	Two	36	23
Y/616/8191	Sensory Processing, Perception and Cognition in Individuals with Autism	Two	20	28
D/616/8192	Supporting Individuals with Autism to Live Healthy and Fulfilled Lives	Two	30	33
K/616/8194	Supporting Positive Behaviour in Individuals with Autism	Two	24	42
M/616/8195	Using a Person-Centred Approach to Support Individuals with Autism	Two	20	48

## Content and Assessment

# Section Three

## Centre Staff Requirements

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

## How these Qualifications are Assessed

**These qualifications are assessed through an internally set, internally marked and externally verified portfolio of evidence.** A summary of the assessment of each component is shown below. Guidance on our expectations is available in Appendix 1 – A Guide to Assessing AIM Qualifications.

Essential Components		Set by the centre			Set by AIM			
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
R/616/8190	Communication and Social Interaction in Individuals with Autism	Two	✓	–	–	–	–	–
D/616/8189	Introduction to Autism	Two	✓	–	–	–	–	–
Y/616/8191	Sensory Processing, Perception and Cognition in Individuals with Autism	Two	✓	–	–	–	–	–
D/616/8192	Supporting Individuals with Autism to Live Healthy and Fulfilled Lives	Two	✓	–	–	–	–	–
K/616/8194	Supporting Positive Behaviour in Individuals with Autism	Two	✓	–	–	–	–	–
M/616/8195	Using a Person-Centred Approach to Support Individuals with Autism	Two	✓	–	–	–	–	–

## Components and Content

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Page No.	Component Title	Level
17	Communication and Social Interaction in Individuals with Autism	L2
21	Introduction to Autism	L2
28	Sensory Processing, Perception and Cognition in Individuals with Autism	L2
33	Supporting Individuals with Autism to Live Healthy and Fulfilled Lives	L2
42	Supporting Positive Behaviour in Individuals with Autism	L2
48	Using a Person-Centred Approach to Support Individuals with Autism	L2

## Component

### Communication and Social Interaction in Individuals with Autism

Component Type	Essential
Level	Two
GLH	22
Code	R/616/8190

#### Component Summary

This component covers the potential delays and difficulties in speech, language, and social development sometimes faced by individuals with autism. It also covers methods and strategies that could be used when communicating with an individual with autism.

#### Standards

Standard 1 - Understand speech, language and communication in individuals with autism

Standard 2 - Understand how social interaction may differ in individuals with autism

Standard 3 - Know strategies that are used to support communication and social interaction for individuals with autism

## Standard 1

*The learner will:*

### Understand speech, language and communication in individuals with autism

*The learner should:*

- a) Describe how speech and language development may be delayed or affected for individuals with autism.
- b) Describe different forms of communication used by individuals with autism.
- c) Describe the difficulties an individual with autism may have in communicating verbally.

#### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

Additional Information: **1.c** to include processing verbal information, interpreting verbal information

## Standard 2

*The learner will:*

**Understand how social interaction may differ in individuals with autism**

*The learner should:*

- a) Describe how social development may be delayed or affected for individuals with autism.
- b) Describe the difficulties individuals with autism may experience with social interaction
- c) Explain the links between social development and speech and language development.

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

## Standard 3

*The learner will:*

**Know strategies that are used to support communication and social interaction for individuals with autism**

*The learner should:*

- a) Identify a range of methods that could be used when communicating with an individual with autism.
- b) Outline a range of strategies that could be used to support communication and social interaction.
- c) Describe how communication can be adapted to meet the needs and preferences of each individual.
- d) Explain how a constructive environment can be created to aid communication and social interaction.
- e) Describe how they could support an individual with communication and social interaction.

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

## Component

### Introduction to Autism

Component Type	Essential
Level	Two
GLH	36
Code	D/616/8189

#### Component Summary

This component provides learners with an introduction to Autism. During the component, the learner will cover what is meant by 'Autism', theories and diagnosis of Autism. Learners will also look at common misconceptions associated with Autism and conditions that can co-occur with Autism.

#### Standards

Standard 1 - Understand what is meant by 'Autism'.

Standard 2 - Know theories that relate to Autism.

Standard 3 - Know how Autism is diagnosed.

Standard 4 - Understand the characteristics that may be present in individuals with Autism.

Standard 5 - Know about conditions that commonly co-occur with Autism.

Standard 6 - Understand common misconceptions surrounding Autism.

## Standard 1

*The learner will:*

### **Understand what is meant by 'Autism'**

*The learner should:*

- a)** Compare and contrast two perspectives and experiences of individuals living with Autism.
- b)** Explain how Autism can be considered as a spectrum condition.
- c)** Identify the implications for the individual with Autism in relation to 'Hidden Disability'.
- d)** Explain the importance of recognising that Autism is a lifelong condition.
- e)** Begin to identify the support that may be required at different stages of life.

#### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

## Standard 2

<i>The learner will:</i>
<b>Know theories that relate to Autism</b>
<i>The learner should:</i>
<b>a)</b> Outline theoretical models in relation to identifying Autism.
<b>b)</b> Explain how the terms 'neurodiverse' and 'neurotypical' are used in relation to Autism.

Assessment Guidance
This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.
The following assessment methods can be used in the assessment of this standard:
<ul style="list-style-type: none"><li>• Written tasks/questions and answers</li><li>• Written assignments/essays</li><li>• Learner log/reflective journal</li><li>• Expert witness evidence</li><li>• Group discussion</li><li>• Learner's own products (i.e. work products and records)</li><li>• Professional discussion</li><li>• Report</li></ul>
This list is not exhaustive and other methods may be used.

## Standard 3

<i>The learner will:</i>
<b>Know how Autism is diagnosed</b>
<i>The learner should:</i>
<b>a)</b> Outline the current guidelines for the diagnosis of Autism in the UK.
<b>b)</b> Describe the difficulties surrounding the diagnosis of Autism.
<b>c)</b> Give reasons why people may be reluctant to seek a diagnosis.
<b>d)</b> Explain why it is important for individuals to have a formal diagnosis.
<b>e)</b> State the prevalence of Autism in the UK.

Assessment Guidance
This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.
The following assessment methods can be used in the assessment of this standard:
<ul style="list-style-type: none"><li>• Written tasks/questions and answers</li><li>• Written assignments/essays</li><li>• Learner log/reflective journal</li><li>• Expert witness evidence</li><li>• Group discussion</li><li>• Learner's own products (i.e. work products and records)</li><li>• Professional discussion</li><li>• Report</li></ul>
This list is not exhaustive and other methods may be used.
Additional Information: <b>3.b</b> to include formal diagnosis and the range of different diagnoses on the spectrum

## Standard 4

<i>The learner will:</i>
<b>Understand the characteristics that may be present in individuals with Autism</b>
<i>The learner should:</i>
<b>a)</b> Outline what is meant by the 'Triad of Impairment'.
<b>b)</b> Identify positive and negative points of the 'Triad of Impairment'.

Assessment Guidance
This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications. The following assessment methods can be used in the assessment of this standard: <ul style="list-style-type: none"><li>• Written tasks/questions and answers</li><li>• Written assignments/essays</li><li>• Learner log/reflective journal</li><li>• Expert witness evidence</li><li>• Group discussion</li><li>• Learner's own products (i.e. work products and records)</li><li>• Professional discussion</li><li>• Report</li></ul> This list is not exhaustive and other methods may be used. Additional information: <b>4.a</b> to include social communication, social interaction and social imagination

## Standard 5

<i>The learner will:</i>
<b>Know about conditions that commonly co-occur with Autism</b>
<i>The learner should:</i>
<b>a)</b> Explain conditions that may co-occur with Autism.
<b>b)</b> Describe the concerns that can arise from these co-occurring conditions.

Assessment Guidance
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## Standard 6

<i>The learner will:</i>
<b>Understand common misconceptions surrounding Autism</b>
<i>The learner should:</i>
<b>a)</b> Describe how attitudes and lack of understanding can compound the difficulties of individuals with Autism.
<b>b)</b> Give examples of how Autism can be misrepresented in the media.
<b>c)</b> Describe how discrimination against individuals with Autism can occur inadvertently in society.

Assessment Guidance
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<ul style="list-style-type: none"><li>• Written tasks/questions and answers</li><li>• Written assignments/essays</li><li>• Learner log/reflective journal</li><li>• Expert witness evidence</li><li>• Group discussion</li><li>• Learner's own products (i.e. work products and records)</li><li>• Professional discussion</li><li>• Report</li></ul>
This list is not exhaustive and other methods may be used.

## Component

### Sensory Processing, Perception and Cognition in Individuals with Autism

Component Type	Essential
Level	Two
GLH	20
Code	Y/616/8191

#### Component Summary

In this component learners will gain an understanding of sensory processing, perception, and cognition in individuals with autism – including looking at hypersensitivity and hyposensitivity. Learners will also consider how to support the sensory needs of individuals with autism.

#### Standards

Standard 1 - Understand how individuals with autism process sensory information

Standard 2 - Know how to recognise and support sensory needs

Standard 3 - Understand the cognitive differences individuals with autism may have in processing information

## Standard 1

<i>The learner will:</i>
<b>Understand how individuals with autism process sensory information</b>
<i>The learner should:</i>
<b>a)</b> Outline how differences in processing sensory information may affect each of the senses.
<b>b)</b> Define what is meant by: <ul style="list-style-type: none"><li>• hypersensitivity</li><li>• hyposensitivity</li></ul>
<b>c)</b> Explain the cause and effect of sensory overload.
<b>d)</b> Outline support for individuals experiencing sensory distress.
<b>e)</b> Give examples of behaviours that may suggest an individual is hyposensitive or hypersensitive.

Assessment Guidance
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This list is not exhaustive and other methods may be used.

## Standard 2

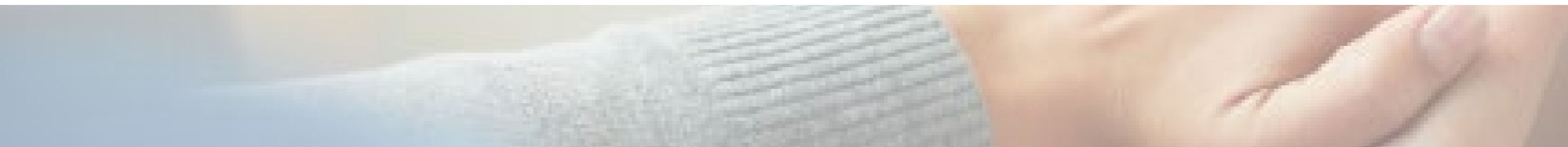
<i>The learner will:</i>
<b>Know how to recognise and support sensory needs</b>
<i>The learner should:</i>
<b>a)</b> Identify examples of the type of environments and situations that might contribute to an individual experiencing sensory overload.
<b>b)</b> Give examples of how individuals with autism may respond when experiencing sensory overload.
<b>c)</b> Outline strategies that can be used to support individuals experiencing sensory overload.
<b>d)</b> Describe how to create a 'low arousal' sensory environment.
<b>e)</b> Give examples of ways to increase sensory stimulation.
<b>f)</b> Describe the benefits of sensory activities for individuals with autism.
<b>g)</b> Outline how sensory differences may have an influence on an individual's dietary preferences.
<b>h)</b> Explain how to support the dietary preferences of individuals with autism

Assessment Guidance
<p>This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.</p> <p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Written assignments/essays</li> <li>• Learner log/reflective journal</li> <li>• Expert witness evidence</li> <li>• Group discussion</li> <li>• Learner's own products (i.e. work products and records)</li> <li>• Professional discussion</li> <li>• Report</li> </ul> <p>This list is not exhaustive and other methods may be used.</p>

### Standard 3

<p><i>The learner will:</i></p> <p><b>Understand the cognitive differences individuals with autism may have in processing information</b></p>
<p><i>The learner should:</i></p> <p><b>a)</b> Outline the difficulties an individual with autism may have.</p> <p><b>b)</b> Describe strategies that could be used to support an individual with autism to complete activities/tasks.</p>

Assessment Guidance
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## Component

### Supporting Individuals with Autism to Live Healthy and Fulfilled Lives

Component Type	Essential
Level	Two
GLH	30
Code	D/616/8192

#### Component Summary

This component covers how to support individuals through transitions and life events, how to maintain their personal safety, and how to access services, facilities and employment opportunities. Learners will also gain an understanding of what it's like for an individual to live with Autism.

#### Standards

- Standard 1 - Understand the experience of living with Autism
- Standard 2 - Know how to support individuals to maintain their personal safety
- Standard 3 - Understand the purpose of positive risk taking
- Standard 4 - Know how to support individuals with transitions and life events
- Standard 5 - Know how to support individuals to access services and facilities
- Standard 6 - Know how to support individuals with employment

## Standard 1

*The learner will:*

### **Understand the experience of living with Autism**

*The learner should:*

- a)** Outline the potential effects of living with Autism on an individual's:
  - development and puberty
  - education, employment and life chances
  - access to services and facilities.
- b)** Describe the impact on family members of supporting:
  - a child or young person with Autism
  - an adult with Autism.
- c)** Identify positive aspects of living with Autism.

#### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

## Standard 2

<i>The learner will:</i>
<b>Know how to support individuals to maintain their personal safety</b>
<i>The learner should:</i>
<b>a)</b> Identify factors that may compromise the personal safety of an individual with Autism.
<b>b)</b> Give reasons why people with Autism may be vulnerable to: <ul style="list-style-type: none"><li>• bullying</li><li>• exploitation.</li></ul>
<b>c)</b> Outline ways to safeguard against the bullying and exploitation of individuals with Autism.
<b>d)</b> Outline strategies that individuals can use to protect themselves from harm and abuse
<b>e)</b> Describe ways to support individuals to use the internet and social media safely

Assessment Guidance
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This list is not exhaustive and other methods may be used.

## Standard 3

<i>The learner will:</i>
<b>Understand the purpose of positive risk taking</b>
<i>The learner should:</i>
<b>a)</b> Identify aspects of everyday life in which risk plays a part
<b>b)</b> Outline the benefits individuals can gain from positive risk taking
<b>c)</b> Explain how risk assessment can be used with individuals and others

Assessment Guidance
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The following assessment methods can be used in the assessment of this standard: <ul style="list-style-type: none"><li>• Written tasks/questions and answers</li><li>• Written assignments/essays</li><li>• Learner log/reflective journal</li><li>• Expert witness evidence</li><li>• Group discussion</li><li>• Learner's own products (i.e. work products and records)</li><li>• Professional discussion</li><li>• Report</li></ul>
This list is not exhaustive and other methods may be used.

## Standard 4

<i>The learner will:</i>
<b>Know how to support individuals with transitions and life events</b>
<i>The learner should:</i>
<b>a)</b> Identify a range of life events and transitions that individuals may experience.
<b>b)</b> Give reasons why individuals with Autism may find these transitions difficult.
<b>c)</b> Identify ways that individuals can be supported through transitions.
<b>d)</b> Describe how to involve others in the transition process.

Assessment Guidance
This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.
The following assessment methods can be used in the assessment of this standard:
<ul style="list-style-type: none"><li>• Written tasks/questions and answers</li><li>• Written assignments/essays</li><li>• Learner log/reflective journal</li><li>• Expert witness evidence</li><li>• Group discussion</li><li>• Learner's own products (i.e. work products and records)</li><li>• Professional discussion</li><li>• Report</li></ul>
This list is not exhaustive and other methods may be used.

## Standard 5

<i>The learner will:</i>
<b>Know how to support individuals to access services and facilities</b>
<i>The learner should:</i>
<b>a)</b> Identify the support an individual may need to access: <ul style="list-style-type: none"><li>• healthcare</li><li>• education and training</li><li>• leisure services.</li></ul>
<b>b)</b> Outline the rights of individuals with Autism in relation to accessing services and facilities.
<b>c)</b> Give examples of reasonable adjustments that could be made for individuals with Autism.
<b>d)</b> Outline the support available for individuals and families from rights groups and community support organisations.

## Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

Additional Information: **5.a** to include mental ill-health and learning disability and social and communication disorders.

## Standard 6

*The learner will:*

### **Know how to support individuals with employment**

*The learner should:*

- a) Identify barriers that people with Autism may face in gaining employment
- b) Describe how individuals can be supported with:
  - Gaining employment
  - Starting employment
  - Continuing employment
- c) Identify organisations and agencies that support individuals with Autism into employment
- d) Describe how they can support individuals on the Autism spectrum within their professional practice by:
  - Creating and maintaining consistent work practices
  - Professionalism
  - Managing the environment
  - Managing planned changes, providing individual programmes and timetables
  - Creating an ethos and understanding ethical and legal considerations
- e) Create examples of differentiated resources and visual cuing systems in relation to their professional practice
- f) Describe what support within their professional practice, could be implemented to support individuals with transition

Assessment Guidance
<p>This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.</p> <p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Written assignments/essays</li> <li>• Learner log/reflective journal</li> <li>• Expert witness evidence</li> <li>• Group discussion</li> <li>• Learner's own products (i.e. work products and records)</li> <li>• Professional discussion</li> <li>• Report</li> </ul> <p>This list is not exhaustive and other methods may be used.</p>

## Component

### Supporting Positive Behaviour in Individuals with Autism

Component Type	Essential
Level	Two
GLH	24
Code	K/616/8194

#### Component Summary

Through this component learners will understand individuals' behaviours in the context of Autism. They'll also look at how to support positive behaviour and help individuals to develop coping strategies.

#### Standards

Standard 1 - Understand behaviour within the context of Autism

Standard 2 - Know how to support positive behaviour

Standard 3 - Understand how to support individuals to develop coping strategies



## Standard 1

*The learner will:*

### **Understand behaviour within the context of Autism**

*The learner should:*

- a)** Explain why an individual's behaviours may need to be considered within the context of Autism.
- b)** explain how these behaviours may influence the way individuals with Autism interact with others
  - Repetitive behaviours
  - Autism lens
  - Strategies to support inappropriate behaviours.
- c)** identify and explain strategies for supporting individuals during
  - Meltdown
  - Recovery
- d)** Explain why individuals with Autism may find changes to their routine distressing.
- e)** Outline strategies that can be used to support individuals to cope with changes to routine and structure.
- f)** Outline the approaches that can be used to reduce prompt dependency in individuals with Autism.
- g)** Outline strategies to support an individual's obsessions and special interests.

### Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

## Standard 2

*The learner will:*

### **Know how to support positive behaviour**

*The learner should:*

- a)** Outline how behaviour can be interpreted as a form of communication.
- b)** Identify a range of factors that may be associated with behaviour that challenges.
- c)** Outline the advantages and disadvantages of using proactive strategies and reactive strategies to support positive behaviour in individuals with Autism.
- d)** Explain the importance of positive reinforcement.
- e)** Outline approaches that could be used to support positive behaviour.

### Assessment Guidance

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The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

## Standard 3

*The learner will:*

### **Understand how to support individuals to develop coping strategies**

*The learner should:*

- a)** Explain how an individual with Autism's behaviour can have an impact on them and others.
- b)** Examples of the following strategies that can be used in relation to behaviour that challenges:
  - prevention
  - de-escalation techniques
  - coping strategies.
- c)** Describe ways to support an individual who is anxious and struggling to contain their own behaviour.
- d)** Describe how to support individuals to understand their behaviour in terms of:
  - events and feelings leading up to it
  - their actions
  - the consequences of their behaviour.
- e)** Describe how family members can be supported to cope with behaviour that challenges.
- f)** Identify sources of support in relation to behaviours that challenge for the individual with Autism and their family.

## Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Learner log/reflective journal
- Expert witness evidence
- Group discussion
- Learner's own products (i.e. work products and records)
- Professional discussion
- Report

This list is not exhaustive and other methods may be used.

## Component

### Using a Person-Centred Approach to Support Individuals with Autism

Component Type	Essential
Level	Two
GLH	20
Code	M/616/8195

#### Component Summary

This component covers using a person-centred approach to support individuals with Autism, incorporating the preferences and needs of the individual. Learners will also look at legislation and guidance and the support networks available to individuals and their families.

#### Standards

Standard 1 - Know how legislation and guidance underpins support for individuals with Autism

Standard 2 - Understand how to support individuals with Autism using a person-centred approach

Standard 3 - Understand how someone with Autism perceives the world



## Standard 1

<i>The learner will:</i>
<b>Know how legislation and guidance underpins support for individuals with Autism</b>
<i>The learner should:</i>
<b>a)</b> Outline the key points of current legislation and guidance.
<b>b)</b> Outline how legislation and guidance can be used to support individuals with Autism

Assessment Guidance
<p>This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.</p> <p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"><li>• Written tasks/questions and answers</li><li>• Written assignments/essays</li><li>• Learner log/reflective journal</li><li>• Expert witness evidence</li><li>• Group discussion</li><li>• Learner's own products (i.e. work products and records)</li><li>• Professional discussion</li><li>• Report</li></ul> <p>This list is not exhaustive and other methods may be used.</p> <p>Additional Information: <b>1.a</b> to include Autism, equality and disability rights, Special Educational Needs, mental capacity and best interest's and advocacy</p>

## Standard 2

<i>The learner will:</i>
<b>Understand how to support individuals with Autism using a person-centred approach</b>
<i>The learner should:</i>
<b>a)</b> Describe what is meant by 'person-centred support'.
<b>b)</b> Explain the importance of treating the person with Autism as an individual.
<b>c)</b> Give examples of how support can be provided in a way that is: <ul style="list-style-type: none"><li>• compassionate</li><li>• non-judgemental.</li></ul>
<b>d)</b> Give examples of how the rights of individuals with Autism can be promoted.
<b>e)</b> Describe how to incorporate the preferences and needs of individuals when providing support
<b>f)</b> Explain why it is important to work with each individual's strengths and abilities to enable them to achieve their potential
<b>g)</b> Give examples of the contribution that informal networks can make to supporting individuals with Autism and their families
<b>h)</b> Explain the importance of working in partnership with the individual and others
<b>i)</b> Outline the principles of confidentiality in relation to supporting individuals with Autism

Assessment Guidance
<p>This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.</p> <p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Written assignments/essays</li> <li>• Learner log/reflective journal</li> <li>• Expert witness evidence</li> <li>• Group discussion</li> <li>• Learner's own products (i.e. work products and records)</li> <li>• Professional discussion</li> <li>• Report</li> </ul> <p>This list is not exhaustive and other methods may be used.</p>

### Standard 3

<p><i>The learner will:</i></p> <p><b>Understand how someone with Autism perceives the world</b></p> <p><i>The learner should:</i></p> <ul style="list-style-type: none"> <li>a) Outline key areas of difficulty from those on the Autism spectrum.</li> <li>b) Outline how individuals on the Autism spectrum experience the world.</li> <li>c) Consider the notion of 'cultural interpreter' and whether it could be a framework for understanding the experiences of individuals on the Autism spectrum.</li> </ul>
<p>Assessment Guidance</p> <p>This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.</p> <p>The following assessment methods can be used in the assessment of this standard:</p> <ul style="list-style-type: none"> <li>• Written tasks/questions and answers</li> <li>• Written assignments/essays</li> <li>• Learner log/reflective journal</li> <li>• Expert witness evidence</li> <li>• Group discussion</li> <li>• Learner's own products (i.e. work products and records)</li> <li>• Professional discussion</li> <li>• Report</li> </ul> <p>This list is not exhaustive and other methods may be used.</p> <p><b>3.a</b> to include education, work, friendships/relationships</p> <p><b>3.b</b> to include Key principles for effective learning opportunities, appropriate support</p>



# Operational Guidance

## Section Four

### Approval to Offer these Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval request. Some qualifications require centres to have specific resources in place and/or their assessors/ internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

### Registration and Certification

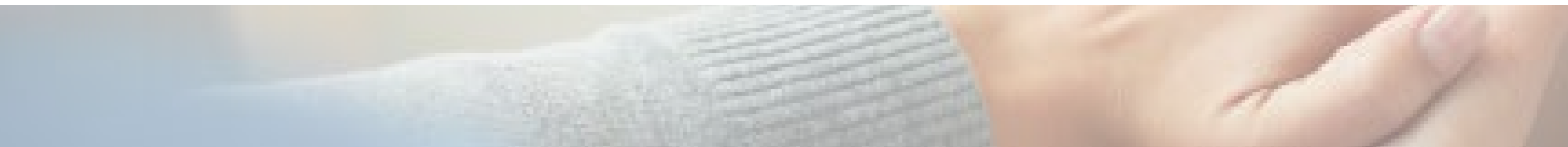
Once your centre has approval to offer a qualification, you will be able to register learners using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website ([www.aim-group.org.uk](http://www.aim-group.org.uk)). Details of assessment, internal verification and external verification can be found in Appendix 1 - A guide to assessing AIM qualifications of this handbook.

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

### Fees and Charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



# Section Five

## Appendices

### APPENDICES AND LINKS

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Select an appendix from the list below to view the document.

#### Appendix Name

A Guide to Assessing AIM Qualifications



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