

Introduction to autistic spectrum condition

Assessment marking guide

K/506/0261

4230-116



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Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Task A: Display

Set out what is meant by the term 'autistic spectrum condition'.

The definition provided must be in the candidate's own words and can refer to aspects, such as:

- it is a lifelong condition
- although individuals on the spectrum may share certain characteristics, the condition will affect people in different ways
- some individuals may be able to live independently while others may need more support
- autism affects the way individuals make sense of the world around them, which in turn affects how they interact with others
- impairments in social interaction, social imagination and social communication.

Any other acceptable answer.

Set out examples of behavioural characteristics associated with autistic spectrum condition.

Examples of how individuals on the autistic spectrum may behave include:

- sensitivity to sound may make them unable to stay in noisy environment
- sensitivity to touch may make them remove clothing that they feel is uncomfortable
- they may not be able to 'read' body language so may make social errors
- they may have routines which have to be followed to prevent them from becoming upset or anxious
- they may not understand jokes, irony or sarcasm and so become socially isolated
- they may not seek comfort from others and become anxious of being touched or hugged
- echolalia (repeating the last thing they have heard).

Any other acceptable answer.

Set out the sensory difficulties that people with autistic spectrum condition may experience.

The sensory difficulties individuals on the autistic spectrum might experience include:

- sensitivity to sound, which may mean they are unable to cope with noisy situations, different sounds (such as TV, speech, external noise at one time) or could be that they can recall exactly sounds they have heard such as music
- sensitivity to touch may mean they do not like to be touched or hugged or can only wear certain types of clothing
- they may have some difficulty with body awareness which makes them appear clumsy
- they may have problems with fine motor skills
- they may be hypo-sensitive (have limited sensitivity) to factors such as pain, or temperature.

Any other acceptable answer.

Task B:	Folder
<p>Show the benefits of effective communication on the lives of people with autistic spectrum condition.</p> <p>The benefits of effective communication for individuals on the autistic spectrum include:</p> <ul style="list-style-type: none">• help them to learn about and make sense of the world• help them to express their needs and preferences• reduce anxiety• encourage behaviour that does not challenge others• encourage inclusion. <p>Any other acceptable answer.</p>	
<p>Show examples of different ways of communicating that can be used where people have difficulty with spoken language.</p> <p>Examples of different ways of communicating where the individual has difficulty with the spoken word include:</p> <ul style="list-style-type: none">• use of sign language (eg Makaton)• use of pictures such as PECS (Picture Exchange Communication System)• use of symbols• communication passports. <p>Any other acceptable answer.</p>	
<p>Show the use of visual communication systems for people with this condition.</p> <p>Candidates must give examples of how to use the visual communication systems such as:</p> <ul style="list-style-type: none">• pictures used to demonstrate activities• picture exchange requires the individual to offer pictures to express their needs and preferences by offering picture• communication passports indicate how the individual communicates and explains what certain behaviour or actions might mean. <p>Any other acceptable answer.</p>	
<p>Show the importance of preparation, planning and routines.</p> <p>Candidates must outline the importance of planning, preparation and routines. Candidates need to appreciate that many individuals on the autistic spectrum need routines in order to feel safe and can become anxious and challenging if the routines are not followed.</p> <p>Care workers need to know these routines and plan to meet the specific needs of an individual wherever possible. Individuals on the autistic spectrum may not be able to understand concepts such as 'later' or 'in a minute' and will need a more precise guide to help them feel safe.</p>	

Task C: Case study
<p>How do you think Kyle might feel?</p> <p>Candidates must indicate how the failure to act in a person-centred way might make Kyle feel. Examples include:</p> <ul style="list-style-type: none">• unhappy• angry• thinking he is not able to join in with community activities• dependent. <p>Any other acceptable answer.</p>
<p>How does the attitude of the support worker demonstrate/show a lack of respect for Kyle as an individual?</p> <p>Candidates need to recognise that the support worker is not adopting a person-centred approach to Kyle's care. The support worker is not seeing Kyle as an individual but as a "person with autism".</p> <p>Kyle is not being offered an opportunity to be included in community facilities and to enjoy and achieve. The support worker is making assumptions about Kyle's ability and has not considered a risk assessment of the activity which might identify measures to take in order for Kyle to participate fully.</p>
<p>What could the support worker do to be more person-centred?</p> <p>Candidates must indicate a range of actions that the support worker could take which are more person-centred. Examples include:</p> <ul style="list-style-type: none">• encouraging Kyle and praising him for wanting to join in a community activity• helping Kyle carry out a risk assessment of the activity• talking to the football team coach or organiser about Kyle's request or helping Kyle to do this• establishing what support Kyle might need to participate fully. <p>Any other acceptable answer.</p>

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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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