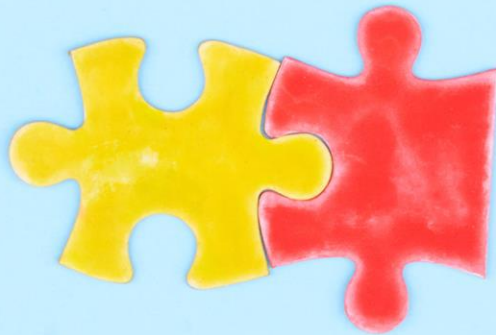


A U T I S M



## **Qualification Specification for:**

**OCN NI Level 3 Award in Supporting Adults with Autism**

➤ **Qualification No: 610/1511/8**

**OCN NI Level 3 Certificate in Supporting Adults with Autism**

➤ **Qualification No: 610/1510/6**

## Qualification Regulation Information

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### **OCN NI Level 3 Award in Supporting Adults with Autism**

Qualification Number: 610/1511/8

Operational start date: 15 September 2022  
Operational end date: 31 August 2027  
Certification end date: 31 August 2030

### **OCN NI Level 3 Certificate in Supporting Adults with Autism**

Qualification Number: 610/1510/6

Operational start date: 15 September 2022  
Operational end date: 31 August 2027  
Certification end date: 31 August 2030

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification and the certificate end date is the last date by which learners have to complete the qualification and claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

### **OCN NI Contact Details**

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Sirius House  
10 Heron Road  
Belfast  
BT3 9LE

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Web: [www.ocnni.org.uk](http://www.ocnni.org.uk)

## Foreword

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This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

- **OCN NI Level 3 Award in Supporting Adults with Autism**
- **OCN NI Level 3 Certificate in Supporting Adults with Autism**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualifications
- The structure and content of the qualifications
- Unit Details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualifications
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ocni.org.uk](http://www.ocni.org.uk)

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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## About Regulation

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### OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

### The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1<sup>st</sup> October 2015: the RQF provides a single framework for all regulated qualifications.

#### Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

#### Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

## Qualification Features

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### Sector Subject Area

1.3 Health and social care

These qualifications relate to the following National Occupational Standards:

[National Occupational Standards - Skills for Care](#)

### Qualifications' Aim

The aim of the OCN NI Level 3 Award and Certificate in Supporting Adults with Autism is to provide learners with skills and knowledge related to the support of adults with autism.

### Qualifications' Objectives

The objective of the OCN NI Level 3 Award in Supporting Adults with Autism is to introduce learners to working with adults with autism.

The objectives of the OCN NI Level 3 Certificate in Supporting Adults with Autism are to provide learners with the skills and knowledge relating to the following areas of working with adults with autism:

- individual support
- person-centred approaches to safeguarding
- mental well-being and physical health
- employment support
- communication skills

### Grading

Grading for these qualifications is pass/fail.

### Qualification Target Group

The OCN NI Level 3 Award and Certificate in Supporting Adults with Autism qualifications are aimed at learners who are currently working or who wish to work in the area of supporting adults with autism.

### **Progression Opportunities**

The OCN NI Level 3 Award in Supporting Adults with Autism will enable learners to progress to the OCN NI Level 3 Certificate in Supporting Adults with Autism and from there into higher level qualifications within this area or into employment.

### **Entry Requirements**

Learners must be at least 18 years of age. Learners will be required to have sufficient literacy and numeracy skills to enable them to successfully complete the qualification.

### **Qualification Support**

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (<https://www.ocnni.org.uk/my-account/>), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

### **Delivery Languages**

These qualifications are available in English only at this time. If you wish to offer the qualifications in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

## Centre Requirements for Delivering the Qualification

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### Centre Recognition and Qualification Approval

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

### Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role\*:

- Centre contact
- Programme co-ordinator
- Assessor
- Internal Verifier

\*Note: A person cannot be an internal verifier for any evidence they have assessed.

### Tutors

Tutors delivering these qualifications should be occupationally competent, qualified to at least one level higher than the qualifications and have a minimum of one year's experience in the area.

### Assessors

These qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

#### **Assessors must:**

- be occupationally competent and qualified to at least one level higher than the qualifications
- have a minimum of one year's experience in the area
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities



### **Internal Verification**

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

#### ***Internal Verifiers must:***

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

## Structure and Content

### **OCN NI Level 3 Award in Supporting Adults with Autism**

To achieve the OCN NI Level 3 Award in Supporting Adults with Autism learners must successfully complete 3 credits from any of the units below:

Total Qualification Time (TQT) for this qualification: 30 hours  
 Guided Learning Hours (GLH) for this qualification: 21 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<a href="#">A/650/4147</a>	CBG010	Supporting Adults with Autism	3	21	Three
<a href="#">D/650/4148</a>	CBG011	Mental Well-being and Physical Health for Adults with Autism	3	21	Three
<a href="#">F/650/4149</a>	CBG012	Employment for Adults with Autism	3	21	Three

### **OCN NI Level 3 Certificate in Supporting Adults with Autism**

To achieve the OCN NI Level 3 Certificate in Supporting Adults with Autism learners must successfully complete all four units from the mandatory group – 12 credits, plus one unit from the optional group – 3 credits, for a total of 15 credits.

Total Qualification Time (TQT) for this qualification: 150 hours  
 Guided Learning Hours (GLH) for this qualification: 105 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<b><i>Mandatory units</i></b>					
<a href="#">A/650/4147</a>	CBG010	Supporting Adults with Autism	3	21	Three
<a href="#">K/650/4150</a>	CBG013	Person-Centred Approach to the Safeguarding of Adults with Autism	3	21	Three
<a href="#">D/650/4148</a>	CBG011	Mental Well-being and Physical Health for Adults with Autism	3	21	Three
<a href="#">F/650/4149</a>	CBG012	Employment for Adults with Autism	3	21	Three

<i>Optional units</i>					
<a href="#">L/650/4151</a>	CBG014	Supporting Communication and Social Interaction for Adults with Autism	3	21	Three
<a href="#">M/650/4152</a>	CBG015	Effective Communication within Health and Social Care Settings	3	21	Three

## Unit Details

Title	Supporting Adults with Autism
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG010
Unit Reference No	A/650/4147
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand autism and how adults with autism and their families can be supported.	
Learning Outcomes	Assessment Criteria
1. Understand autism.	1.1. Explain what is meant by the term autism. 1.2. Summarise how the core characteristics included on the autistic spectrum may vary in their expression and severity. 1.3. Summarise the scope of possible diagnoses and autism profiles. 1.4. Explain how the following may impact on the autism diagnosis of an individual: a) age b) gender c) culture d) language e) intellectual ability 1.5. Evaluate the advantages and disadvantages of a diagnosis of autism for an individual and their family.
2. Understand the historical context of autism.	2.1. Summarise historic and changing attitudes to the causes of autism. 2.2. Critically compare different theories developed during the last century that have affected the treatment, education and support of individuals with autism. 2.3. Summarise the key changes over the last century in the following areas of the lives of individuals with autism: a) education and leisure activities b) employment c) relationships d) provision and access to healthcare 2.4. Evaluate the impact of myths and stereotypes portrayed through arts, media and culture on the public perception of individuals with autism.
3. Understand the legislation and policies that support and impact on the human rights and inclusion of individuals with autism.	3.1. Summarise legislation and policies that promote the human rights, care and support, education, equality, diversity, inclusion and interventions of individuals with autism. 3.2. Explain how legislation and policies impact on the day-to-day experiences of individuals with autism and their families.

4. Understand empowerment and active participation in relation to supporting individuals with autism and their families.	4.1. Explain what is meant by the terms social inclusion and advocacy in relation to individuals with autism and their families. 4.2. Explain at least three ways to promote empowerment and active participation in everyday support for individuals with autism and their families.
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#### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Person-Centred Approach to the Safeguarding of Adults with Autism
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG013
Unit Reference No	K/650/4150
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to apply a person-centred approach when working with adults with autism as well as understanding legislation and procedures relating to the safeguarding of adults with autism.	
Learning Outcomes	Assessment Criteria
1. Understand a person-centred approach when working with adults with autism.	1.1. Explain what is meant by the term person-centred approach. 1.2. Explain using examples how a person-centred approach can be used when working with adults with autism.
2. Understand how legislative frameworks safeguard and protect adults with autism.	2.1. Summarise key aspects of current legislation that underpins the safeguarding of young people and adults with autism. 2.2. Critically compare the key features of at least three pieces of legislation or policies which promote the human rights of adults with autism.
3. Know how to raise concerns about possible safeguarding issues.	3.1. Summarise different safeguarding issues that are specific to individuals with autism. 3.2. Summarise factors that make adults with autism more vulnerable to abuse, exploitation or harm. 3.3. Summarise indicators that an adult with autism has been or is in danger of being harmed or exploited. 3.4. Explain the procedures and actions to be taken if a concern, disclosure or allegation arises.
4. Understand how and when restrictive practices may be used within legal guidelines.	4.1. Explain what is meant by restrictive practice in relation to adults with autism. 4.2. Explain ways of working to minimise the need for deployment of restrictive practices. 4.3. Summarise the key aspects of legal guidelines where restrictive interventions may be used. 4.4. Explain the effect of restrictive interventions on an adult with autism and the wider impact on their family and community.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Mental Well-being and Physical Health for Adults with Autism
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG011
Unit Reference No	D/650/4148
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand co-occurring conditions associated with autism and understand strategies to support adults with autism in managing these.	
Learning Outcomes	Assessment Criteria
1. Understand mental well-being and physical health and factors that may impact these for an adult with autism.	1.1. Research current statistics related to adults with autism and their experiences with mental well-being and physical health problems. 1.2. Critically compare two different perspectives on mental well-being for adults with autism. 1.3. Explain factors that may impact mental well-being and physical health over the lifetime of an individual with autism including: a) biological b) social c) psychological 1.4. Explain how the following impact the level of resilience in adults with autism in relation to mental well-being and physical health including: a) socially valued roles b) social support and contact
2. Understand co-occurring conditions in adults with autism and related treatments.	2.1. Summarise conditions that commonly occur with autism and difficulties with diagnosing and identifying co-occurring conditions 2.2. Describe treatment regimes and methods of administering medication that may be prescribed for co-occurring conditions in adults with autism.
3. Understand strategies for promoting mental well-being with adults with autism.	3.1. Explain the benefits of early intervention in promoting an individual's mental well-being. 3.2. Illustrate the steps that an adult with autism may take to promote their mental well-being. 3.3. Summarise the key aspects of either a local, national or international strategy to promote mental well-being for adults with autism. 3.4. Evaluate the effectiveness of the strategy identified in AC 3.3 to promote mental well-being.
4. Understand strategies for promoting physical health with adults with autism.	4.1. Explain the benefits of promoting physical health with adults with autism. 4.2. Explain how to support an adult with autism in promoting physical health. 4.3. Explain the need for a multi-agency approach to provision for physical health promotion for adults with autism.



### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Communication and Social Interaction for Adults with Autism
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG014
Unit Reference No	L/650/4151
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand potential difficulties adults with autism may have in communicating with others while also understanding appropriate methods and strategies of communication which may be useful for those with autism.	
Learning Outcomes	Assessment Criteria
1. Understand how to assess the communication abilities and related development needs of adults with autism.	1.1. Explain how the potential effects of autism can impact on an autistic adult's ability to communicate and interact with others. 1.2. Summarise communication and social interaction difficulties experienced by adults with autism. 1.3. Explain how to evaluate an individual with autism's ability to communicate against the stages of the standard communication and social interaction development pattern. 1.4. Explain how evaluation outcomes can be used to support the development of communication skills for adults with autism.
2. Understand how adapting methods of communication can impact positively on communication and interaction for adults with autism.	2.1. Explain different communication strategies that can be adapted to meet the communication needs and preferences of an adult with autism. 2.2. Summarise factors that should be taken into account when communicating with an adult with autism. 2.3. Explain how to use a person-centred approach to support positive interaction and communication with adults with autism. 2.4. Explain the importance of the physical and emotional environment in providing an autism-friendly environment for adults.
3. Understand strategies and aids to support the development of communication and social interaction with adults with autism.	3.1. Explain how different strategies and aids may be applied to support the development of social skills for an adult with autism. 3.2. Explain the principles of augmentative and alternative communication. 3.3. Evaluate different forms of augmentative and alternative communication and how they may be used to promote communication and social interaction for adults with autism. 3.4. Evaluate the effectiveness of strategies and aids used to develop the social skills of an adult with autism. 3.5. Explain the role of specialists in promoting communication and social interaction for adults with autism.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Effective Communication within Health and Social Care Settings
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG015
Unit Reference No	M/650/4152
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of effective communication within health and social care, how to improve the effectiveness of communication and legislation relating to communication within a health and social care environment.	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
1. Understand why effective communication is important within health and social care settings and its impact on relationships.	1.1. Summarise why effective communication is important within health and social care settings including: a) verbal communication b) non-verbal communication 1.2. Explain how communication can affect relationships within health and social care settings.
2. Understand how to address the communication and language needs, wishes and preferences of adults with autism.	2.1. Explain how to evaluate an autistic adult's communication and language needs, wishes and preferences. 2.2. Critically compare at least four communication approaches that address an autistic adult's communication needs, wishes and preferences. 2.3. Explain how and when you would seek advice to improve the effectiveness of own communication with others.
3. Be able to reduce barriers to effective communication with autistic adults.	3.1. Summarise at least four barriers to effective communication. 3.2. Critically compare different approaches that may reduce barriers to effective communication. 3.3. Explain at least three ways to confirm communications with autistic adults have been understood. 3.4. Summarise at least three sources of information, support or services that may increase the effectiveness of communication with autistic adults.
4. Understand how to apply legislation, principles and practices relating to confidentiality.	4.1. Explain what is meant by the term confidentiality. 4.2. Summarise at least two pieces of legislation that relates to confidentiality and the sharing of information. 4.3. Summarise at least four ways to maintain confidentiality in everyday communications. 4.4. Explain situations where information normally considered to be confidential might be shared with others and how this may impact on autistic adults. 4.5. Explain how and when to seek advice regarding confidentiality.

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Employment for Adults with Autism
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG012
Unit Reference No	F/650/4149
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand employment opportunities, challenges and best practice for adults with autism.	
Learning Outcomes	Assessment Criteria
1. Understand employment opportunities for adults with autism and how they benefit employers.	<p>1.1. Research different employment opportunities available for adults with autism and the challenges they may face in accessing employment.</p> <p>1.2. Explain the benefits to employers of employing adults with autism.</p>
2. Understand the recruitment process and appropriate modifications for adults with autism.	<p>2.1. Explain how employers can promote inclusivity and accessibility to autistic applicants throughout the recruitment process.</p> <p>2.2. Evaluate the suitability of different interview processes for adults with autism including online and psychometric tests.</p> <p>2.3. Summarise with examples reasonable adjustments which may be made during the recruitment process.</p>
3. Understand the employment onboarding process and appropriate modifications for adults with autism.	<p>3.1. Summarise possible challenges faced by adults with autism during the onboarding stage of employment.</p> <p>3.2. Analyse inclusive measures that may be made within a given workplace to support adults with autism during the onboarding stage of employment.</p> <p>3.3. Evaluate the following strategies to support adults with autism during the onboarding stage of employment including:</p> <ul style="list-style-type: none"> <li>a) mentoring</li> <li>b) workplace routine</li> <li>c) managing workplace cultures</li> <li>d) managing own and employer expectations</li> <li>e) productivity</li> </ul>
4. Understand good practice in the retention of staff with autism.	<p>4.1. Summarise the benefits of continuous professional development and an effective appraisal process in the retention of staff with autism.</p> <p>4.2. Analyse how inherent strengths associated with autism may be beneficial to a variety of companies and sectors.</p>
5. Understanding how to support adults with autism through transitions within and beyond employment.	<p>5.1. Explain how to support adults with autism through transitions within and beyond employment.</p>

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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## Quality Assurance of Centre Performance

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### External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Verification report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

### Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.



## Administration

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### Registration

A centre must register learners within 20 working days of commencement of a qualification.

### Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

### Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

### Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

### Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

**OCN NI Level 3 Award in Supporting Adults with Autism**  
**Qualification Number: 610/1511/8**

**OCN NI Level 3 Certificate in Supporting Adults with Autism**  
**Qualification Number: 610/1510/6**

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Operational start date: 15 September 2022  
Operational end date: 31 August 2027  
Certification end date: 31 August 2030

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