VET Curriculum for Educators and SME Managers

A. Curriculum Description

The ASES VET Curriculum for SME Management, aims to train VET Educators and SME management on:

- How to perform interviews with candidates with autism
- How to prepare a proper working environment for autistic staff and
- How to support the professional development of autistic staff.

The ASES VET Curriculum provides materials that support:

1. A blended learning environment for flexible course delivery

2. A digital course delivery

3. Physical course delivery

2a. ASES VET Curriculum: Overview of Knowledge Areas

Tools

Code of Conduct

Support

Work Environment

Soft Skills

Social Policies and Autism in SMEs
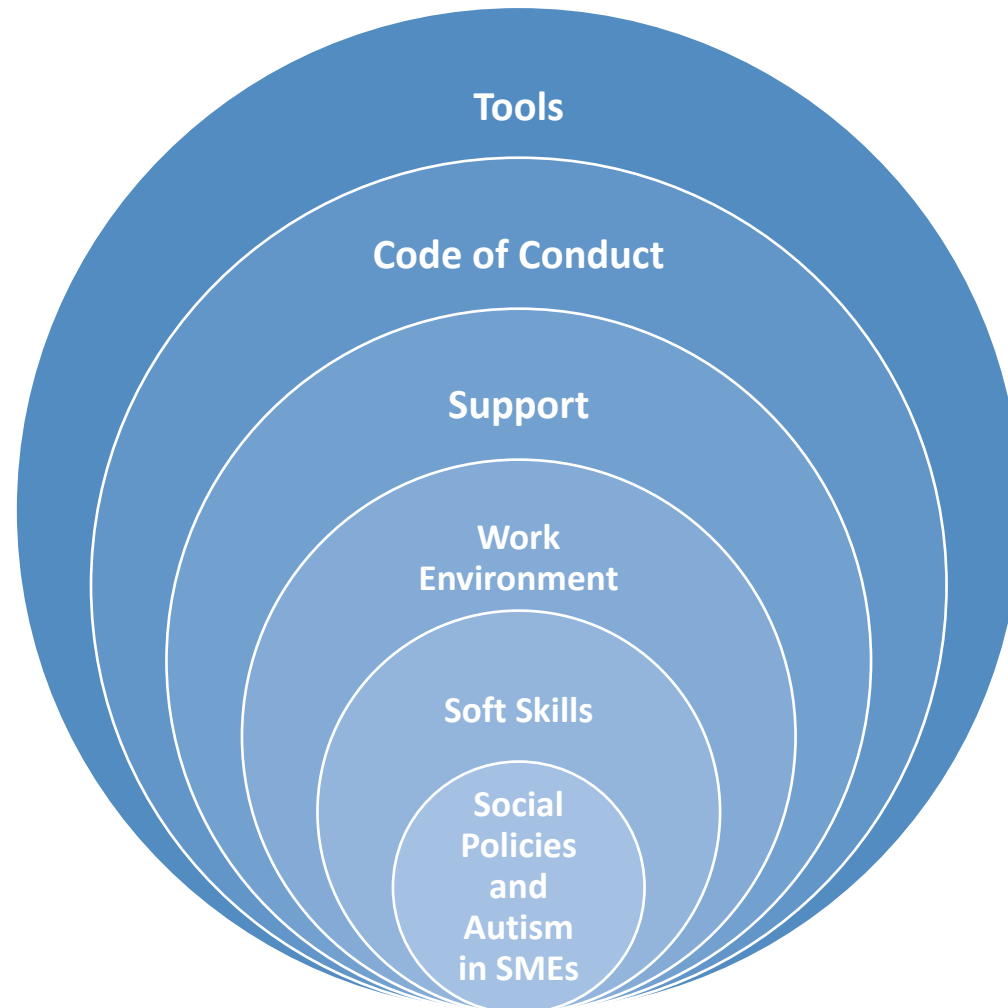
2b. SME Management Knowledge Areas

Knowledge Area 1: Autism in SMEs and Social Policies

SME Managers need to know about:

- The Definition of Autism Spectrum

- General Symptoms and Characteristics observed across the Autism Spectrum

- The value of employing Autistic Staff in their organisations

- General Truths and Myths (Misconceptions) about Autism

- The definition of Social Policies

- The impact and value of Social Policies in the context of their organisations

- The impact and value of Social Policies in the context of the general Society

- The concept of Inclusive Employment

Knowledge Area 2: SME Management Soft Skills

In order to be able to support Autistic Staff throughout the entire Employment Cycle (Interview – Employment – Development – Retention), SME Managers need to acquire/develop a set of Soft Skills such as:

- Communication

- Active Listening

- Empathy

- Problem Solving

- Time Management

- Setting and Describing Tasks

- Establishing Clear Objectives

- Adaptability

- Teamwork

- Creativity

- Leadership

- Coaching

- Job Interview skills and **Tool uses**

Knowledge Area 3: Work Environment Management

In order to support the Development and Retention of Autistic Staff, SME Managers need to acquire the knowledge, skills and tools that will enable them to appropriately evaluate and adapt the Work Environment. Specifically, SME Managers need to:

- Gain knowledge on the definition of an Autism-friendly Work Environment

- Gain knowledge and skills for the evaluation and adaptation of an Autism-friendly Work Environment

- Enhance their Team Management Skills

- Evaluate, Adapt and Plan Autism-friendly Team-building Activities

- Design and Establish internal Support Mechanisms, aimed at the long-term support of Autistic Staff

- Learn how to transfer knowledge to Colleagues and Subordinates, aimed at the consistent and long-term inclusion of Autistic Staff

- Learn how to use related Tools

Knowledge Area 4: Support Provision to Staff with Autism

To be in a position to support the Career Development, Well-being and Retention of Autistic Staff, SME Managers need to acquire the necessary skills that will enable them to:

- Carry out Efficient Resource Management (Training, Time, Staff)
- Use of related Tools with the aim to establish consistent Support/Supervision/Coaching mechanisms
- Use of the related Tools with the aim to evaluate the career progress and well-being of Autistic Staff, and to assist them in establishing and achieving Career Goals
- General Supervision/Coaching Guidelines and Best Practices

Knowledge Area 5: Code of Conduct (Colleagues/Management/Autistic Staff)

A Code of Professional Conduct is an Asset, which outlines the expectations, obligations and behavior standards of all employees and managers of an Organisation. A Code of Conduct is vital in terms of providing Assurance that all employees and managers operate in a safe, inclusive and productive Work Environment. Specifically, a Code of Conduct:

- Promotes and establishes a 'Zero-tolerance to Abuse, Harassment and Discrimination' Culture in an Organisation
- Obligations, expectations and behavior standards of all members of an Organisation
- Elaborations and Examples of Practices

SME Managers must be educated on:

- The definition of a Code of Conduct and how it fits within a Social Responsibility Policy
- The practicalities of a Code of Conduct; Drafting and Implementation

- The Impact and Value of a Code of Conduct in an organisation

Knowledge Area 6: Using Tools that will Support Autistic Staff throughout the Employment Cycle (Practical Guidelines)

- Work Environment Evaluation Tool

- Interview Tool (Soft Skills, Hard Skills, Notes, Job Description and Responsibilities Assistance)

- Human Resources Tool: Autistic Employee Progress Monitoring and Evaluation Tool

- Employee Self-assessment Tool (Workplace, Satisfaction, Progress)

- ASES Serious Game Guidelines

D.a. PR2 Training Material: Details

The ASES Training Material allows for blended, physical or digital delivery depending on the circumstances. The Training Course consists of a total of 6 Training Modules, covering the 6 Identified Knowledge Areas:

- **Module 1: Autism in SMEs and Social Policies**
- **Module 2: SME Management Soft Skills**
- **Module 3: Work Environment Management**
- **Module 4: Provision of Support to Staff with Autism**
- **Module 5: Code of Conduct (Colleagues/Management/Autistic Staff)**
- **Module 6: Using Tools that will Support Autistic Staff throughout the Employment Cycle (Practical Guidelines)**

Each ASES Training Module, includes a corresponding PowerPoint Presentation and Trainer Guide. Specifically:

- **The ASES Module PowerPoint Presentations (or Slide Decks)** contain images and text designed to introduce learners to the key learning points of their corresponding Modules during Training Sessions.
- **The ASES Module Trainer Guide** acts as a Training Guide for Trainers and they contain the 'narrative' of presenting each Module. Furthermore, the Trainer Guides include examples of exercises and group activities, questions that should be asked during the trainings and more.
- **The ASES Training Assessment Tools:**
    i. **Learner Assessment Tool:** The ASES VET Course has a unique Self-Assessment Tool, which allows learners to self-assess their learning needs in order to be able to prioritise the Modules they need to study based on their understanding of the topics covered in the modules. The Assessment Tool can be found in the Annexes.

ii. **Training Session Assessment Tool:** This tool gives Trainees the opportunity to evaluate their experience of participation in ASES Trainings. The Assessment Tool can be found in the Annexes.

Tables: ASES PR2 Module Descriptions

Module 1: Autism in SMEs and Social Policies

Module 1 Aim	Module 1 aims to introduce learners to the concept of Social Policies and their impact in an SME, to provide general information about autism and how autistic staff can be included in an SME.		Guided Learning Duration: 3 hours
Learning Outcome		**Assessment Criteria**	**Content**
1	Understand the concept of Social Responsibility Policies, their impact and value in an SME	1.1 Understand the definition of Social Responsibility Policies	- Description of Social Responsibility Policies; value, impact, requirements, methodology - Review of Social Responsibility Policies in Europe - Examples of Social Responsibilities (template) - Description of Inclusive Employment; value, impact, requirements, methodology - Description of the Autism Spectrum - Description of the employment cycle - Elaboration on the value and challenges of employing staff with autism
		1.2 Identify the impact and value of Social Responsibility Policies in SMEs and the Society in general	
		1.3 Understand the structure of a Social Responsibility Policy	
2	Understand the concept of Inclusive Employment	2.1 Understand the definition of Inclusive Employment	
3	Understand the Definition of the Autism Spectrum	3.1 Understand the definition of the Autism Spectrum	
		3.2 Understand the general characteristics of people across the Autism Spectrum	
		3.3 Understand the value and challenges of employing Autistic Staff in an SME	

Module 2: SME Management Soft Skills

Module 2 Aim		Module 2 aims to elaborate and develop the required Soft Skills SME Managers must have, in order to employ, develop and retain staff with autism		Guided Learning Duration: 3 hours
Learning Outcome		**Assessment Criteria**		**Content**
1	Introduction to an Inclusive Employment Cycle	1.1	Understanding of the Principles of Managing staff with disabilities (including Autism)	
2	Development of Soft Skills	2.1	Demonstration of Communication Skills development	- Description of the Principles of Managing Staff with Disabilities - Description of the Benefits/Opportunities of Employing Staff with Disabilities - Description of the Challenges of Employing Staff with Disabilities - Description of Benefits/Opportunities/Challenges of Employing Autistic Staff - Presentation of Group Exercises for Soft Skills Development
		2.2	Demonstration of Emotional Intelligence Skills development	
		2.3	Demonstration of Resource Management Skills development	
		2.4	Demonstration of Staff Management Skills development	
		2.5	Demonstration of Interview Skills development	
		2.6	Demonstration of Coaching Skills development	

Module 3: Work Environment Management

Module 3 Aim		Module 3 aims to educate SME Managers in supporting the Development and Retention of Autistic Staff, by acquiring the knowledge and skills that will enable them to appropriately evaluate and adapt the Work Environment.	Guided Learning Duration: 3 hours
Learning Outcome		**Assessment Criteria**	**Content**
1	Understand the Definition of an Autism-friendly Work Environment	**1.1** Understand the definition of 'Work Environment' and all its aspects	- **Description of the definition of 'Work Environment' and all its aspects** - **Description of Work Environment Management** - **Description of 'Autism-friendly' Work Environment** - **Work Environment assessment and adaptation techniques, practices, best practices, guidelines** - **Tool implementation guidelines** - **Description of the definition of Team Management** - **Description of the definition of Team Building, its value, impact..** - **Description of Team Management Mechanisms** - **Description of the importance of inclusive Team Building in SMEs**
		1.2 Demonstrate ability to assess and adapt the Work Environment of an SME in an Autism-friendly context	
		1.3 Implementation of Tools for the assessment and evaluation of the Work Environment	
2	Development of Team Management Skills	**2.1** Demonstrate ability to design, evaluate and adapt Team Building activities	
		2.2 Demonstrate knowledge of Team Management mechanisms, how to design, establish and maintain them	
		2.3 Demonstrate ability to transfer knowledge to peers and colleagues	

Module 4: Provision of Support to Autistic Staff

Module 4 Aim	Module 4 is about educating SME Managers and helping them develop the necessary skills to support the Career Development, Well-being and Retention of Autistic Staff	Guided Learning Duration: 3 hours

Learning Outcome		Assessment Criteria		Content
1	Competency in Resource Management	1.1	Describe the Definition of Resource Management, its value, impact..	- Presentation of the definition of 'Resource Management' and all its aspects - Presentation of Resource Types - Presentation of Resource Management for the Development of Staff with Disabilities, narrowed down to Autism - Presentation of related Tools - Description of the concept of Coaching/Supervising Staff with Autism/Disabilities - Setting Goals (Best Practices) - Monitoring Career Progress - Providing Feedback (Tips, Best Practices) -
		1.2	Describe Time a and Training Resources Management, its value, impact	
		1.3	Demonstrate ability to allocate Resources for the Development of Autistic Staff	
		1.4	Demonstration of ability to use Tools in the context of Coaching, scheduling supervision/support sessions	
		1.5	Demonstrate ability to support autistic staff in setting goals	
		1.6	Demonstrate ability to use Tools for career/progress monitoring purposes	
		1.7	Demonstrate ability to provide constructive feedback	

Module 5: Code of Conduct

Module 5 Unit Aim			Module 5 is about educating SME Managers in Assuring a safe, inclusive and productive Work Environment for all employees	Guided Learning Duration: 3 hours
Learning Outcome			**Assessment Criteria**	**Content**
1	**Understand the importance of Codes of Conduct in an Organisation**	1.1	Define what a 'Code of Conduct' stands for in the context of a Social Responsibility Policy	- **Presentation of the concept of the 'Culture' of an organisation** - **Presentation of the concept of a 'Code of Conduct' and its elements** - **Presentation and elaboration of the contents of a Code of Conduct** - **Presentation of a Code of Conduct Template** - **Presentation of practical applications of a Code of Conduct** - **Elaboration on the importance of establishing behaviour standards within an organisation**
		1.2	Explain the importance of a 'Code of Conduct', its impact, value..	
		1.3	Explain a the definition of Organisation 'Culture', identify its key aspects	
		1.4	Demonstration of knowledge on behaviour standards	
		1.5	Demonstration of ability to design, implement and maintain a Code of Conduct in an organisation	

Module 6: Tools for Supporting Staff with Autism throughout the Employment Cycle

Module 6 Aim		Module 6 aims to provide practical guidance to SME Managers on how to use Tools that will support Staff with Autism throughout the entire employment cycle.	Guided Learning Hours: 3 hours
Learning Outcome		**Assessment Criteria**	**Content**
1	Learn how to use the ASES Work Environment Evaluation Tool	**1.1** Demonstration of ability to use the ASES Work Environment Evaluation Tool	- **Practical Guide/Tutorial on how to use the ASES Work Environment Evaluation Tool**
2	Learn how to use the ASES Interview Tool	**2.1** Demonstration of ability to use the ASES Interview Tool	- **Practical Guide on how to use the ASES Interview Tool**
3	Learn how to use the ASES HR Tool	**3.1** Demonstration of ability to use the ASES Employee Performance and Job Satisfaction Tool	- **Practical Guide on how to use the ASES HR Tool**
4	Learn how to use the ASES Employee Self-Assessment Tool	**4.1** Demonstration of ability to use the ASES Employee Self-Assessment Tool	- **Practical Guide on how to use the ASES Employee Self-Assessment Tool**
5	Learn how to utilise the ASES Serious Game in an Educational Context	**5.1** Demonstration of ability to utilise the ASES Serious Game in an Educational Context	- **Practical Guide on how to utilise the ASES Serious Game in an Educational Context**

E. ASES VET Training Course Specification

1. VET Course Objectives

- To train VET Educators and SME management on how to perform interviews with candidates with autism, how to prepare a proper working environment for staff with autism and how to develop them professionally. More specifically:

  i. Apply the ASES Recruitment Methodology, in order to identify strengths of candidates with autism and allocate them to appropriate positions

  ii. Evaluate, establish and maintain an autism-friendly work environment

  iii. Professionally support and develop staff with autism; provide feedback, manage resources, encourage Inclusive Organisation Culture and more.

- To includes training components that support Blended, Physical and fully Digital Delivery Methods.

2. Course Target Groups/Trainee Profile

The target groups of the ASES VET Training Course are:

- VET Providers who are involved in education of SMEs
- SME Management, responsible for implementing innovations and practices in SMEs

More specifically, the ASES VET Course is useful for learners who:

- Are interested in learning more about Autism and are looking towards the possibility of employing staff with Autism in their organisations/SMEs
- Are engaged in the education and professional development of Management, particularly SME Management
- Are interested in enhancing the Social Sustainability of the European Business Sector

3. Course Duration and Structure

An ASES VET Training Course should have a duration of 3 full working days, a total of 24 hours.

The ASES VET Course Content and Materials are designed in a specific way, in order to allow for Blended, Physical of fully Digital delivery.

Indication of an ASES Training Seminar (in a Blended, Physical or Digital Format)		
Training Seminar Day 1	09:00 – 12:00	**Module 1**
	13:00 – 16:00	**Module 2**
	Ending the day/Discussion	
Training Seminar Day 2	09:00 – 12:00	**Module 3**
	13:00 – 16:00	**Module 4**
	Ending the day/Discussion	
Training Seminar Day 3	09:00 – 12:00	**Module 5**
	13:00 – 16:00	**Module 6**
	Learner's Feedback/Discussion	

F. ASES Course LEAP Platform Integration

VET Educators can use the LEAP platform (www.e-leap.eu) in the context of ASES-themed training seminars in order to:

- enhance the learning experience of their trainees and
- track their learning and assignment progress.

LEAP is a process-based pedagogical tool using e-Portfolios to improve learner and VET provider performance. The LEAP Platform features:

1. e-Portfolio interface and badging/award systems

2. Dashboards with 3-levels of access for system Administrators/Moderators, Educators and Learners

3. e-Course creation interface with dedicate space to upload electronic learning materials

VET Educators can access the LEAP Platform through www.e-leap.eu and can create their accounts.

They can utilise the LEAP e-Course creation template in order to prepare their e-courses and learning materials before uploading them on the platform. The LEAP Course Creation Template can be found in the annexes.

G. ANNEXES

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Annex 1.

Self-Assessment Tool for Learners

Using the ASES Self-Assessment Tool

Step 1: The ASES Self-Assessment Tool include 24 statements and a corresponding grid for scoring them.

Step 2: Dedicate a few minutes of self-reflection and score* each statement between 1 and 4, based on your knowledge and comprehension of the topic in each statement using the following scale:

Score 1 =	**No knowledge and comprehension**
Score 2 =	**Limited knowledge and comprehension**
Score 3 =	**Good knowledge and comprehension**
Score 4 =	**Extensive knowledge and comprehension**

*Note: You should enter your score in the **bold cell in each column**, as seen in the example below:

Statement	A	B	C	D	E	F
4. Describe the Definition of Resource Management, its value and impact				2		
5. Define what a 'Code of Conduct' in the context of CSR					1	
6. Ability to use the ASES Work Environment Evaluation Tool						4

Step 3: Complete scoring the statements in the **bold cells** on the grid. Make sure that all **bold cells** have a score number.

Step 4: Add up your score for each column and write the total column score in the **bottom cells** of the grid marked '**Total Scores**'. **The maximum score you can have in the Total Score cells for any column is '16' and the minimum is '4'.**

Step 5: Transfer your **Total Scores** to the Assessment Results Page to identify which of the ASES learning modules and training materials will be the most relevant to meet your learning needs.

ASES Self-Assessment

Score each one of the following statements, on a scale between 1 and 4:

Statements	A	B	C	D	E	F
1. Understand the definition of Social Responsibility Policies	X					
2. Understand the Principles of Managing staff with Autism		X				
3. Understand the definition of 'Autism-friendly Work Environment'			X			
4. Describe the Definition of Resource Management, its value and impact				X		
5. Define what a 'Code of Conduct' in the context of CSR					X	
6. Ability to use the ASES Work Environment Evaluation Tool						X
7. Understand the structure of a Social Responsibility Policy	X					
8. Practical implementation of Communication and Empathy Skills		X				
9. Implementation of Tools for the assessment of SME Work Environments			X			
10. Use Tools in the context of Coaching, supervision/support sessions				X		
11. Understand the definition of Organisation 'Culture'					X	
12. Ability to use the ASES Interview Tool						X
13. Understand the definition of the Autism Spectrum	X					
14. Resource and Staff Management skills		X				
15. Knowledge of Team Management mechanisms and team-building			X			
16. Ability to use Tools for career/progress monitoring purposes				X		
17. Knowledge on behaviour standards					X	
18. Ability to use the ASES Employee Performance and Job Satisfaction Tool						X
19. Understand the value and challenges of Autistic Staff in an SME	X					
20. Staff Support and Appraisal skills		X				
21. Ability to transfer knowledge to peers and colleagues			X			
22. Ability to provide constructive feedback				X		
23. Ability to design and implement a Code of Conduct in an organisation					X	
24. Ability to use the ASES Employee Self-Assessment Tool						X
Total Column Score						

Assessment Results

Enter your scores into the table below, which will help you determine which ASES Modules you should prioritise:

Score	Module	Module Content
A =….	Module 1: Autism in SMEs and Social Policies	Module 1 aims to introduce learners to the concept of Social Policies and their impact in an SME, to provide general information about autism and how autistic staff can be included in an SME.
B =….	Module 2: SME Management Soft Skills	Module 2 aims to elaborate and develop the required Soft Skills SME Managers must have, in order to employ, develop and retain staff with autism.
C =….	Module 3: Work Environment Management	Module 3 aims to educate SME Managers in supporting the Development and Retention of Autistic Staff, by acquiring the knowledge and skills that will enable them to appropriately evaluate and adapt the Work Environment.
D =….	Module 4: Provision of Support to Autistic Staff	Module 4 is about educating SME Managers and helping them develop the necessary skills to support the Career Development, Well-being and Retention of Autistic Staff.
E =….	Module 5: Code of Conduct	Module 5 is about educating SME Managers in Assuring a safe, inclusive and productive Work Environment for all employees.
F =….	Module 6: Tools for Supporting Staff with Autism throughout the Employment Cycle	Module 6 aims to provide practical guidance to SME Managers on how to use Tools that will support Staff with Autism throughout the entire employment cycle.

Score Table	
1– 5 points in any column	It is recommended that you complete the corresponding modules as this will provide you with basic understanding of the topics covered
6 – 11 points in any column	You will strengthen your knowledge and understanding in the topics covered by the corresponding modules.
12 – 16 points in any column	You will find the modules are a practical way of refreshing your knowledge and understanding of the module topics.

Annex 2.

LEAP Platform ASES Course Creation Template

Module/Unit No.:		Credits: (optional)	
Title:			
It aims to:			
Learning Outcomes			
1			
2			
3			
4			

ASES Autism: Spectrum of Employment Skills

Annex 3.

ASES Training Course

Evaluation Form

Location:

Date:

Evaluator:	

1. What did you like about the module content?

2. What do you think can be improved about the module content?

3. What did you like the Module presentations?

4. What do you think can be improved about the module presentations?

5. What did you like the ASES Toolkit?

6. What do you think can be improved in the ASES Toolkit?

7. What did you like about the Game?

8. What do you think can be improved about the ASES Game?

9. Please rate the following statements using a scale from 'Totally Disagree' to 'Totally Agree'

	Totally disagree	Somewhat disagree	Neutral	Somewhat agree	Totally agree
The ASES Modules are an effective learning resource about Mentoring					
The ASES Modules contain clear information about the topics covered					
The ASES Toolkit is practical and can be easily used SME Managers and autistic staff					
The ASES Training Material is based on relevant theory and practices					
The ASES Serious Game is a fun and engaging way to learn about the ASES topics					
The ASES Serious game is based on relatable practices and scenarios					

10. Would you like to make any final comments on the ASES Training Materials, Toolkit and Serious Game?

Thank you!