



Green
ASC VET

PROGRAMME

**Training educators on supporting
autistic people in VET**

IMPRESSUM

MANUAL for Teachers Working with Autistic Students in VET

Autors:

Sandra Nunes, Cláudia Gonçalves, David Eaton, Isaure Mercier, Jakob Håkonsson, Ferenc Benus Jr, Zoltán Kelemen, Edita Margeta, Davor Knežević, Kai Merkel, Leila Mekacher, Željko Habek

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Editorial Team

Editor-in-Chief: Željko Habek

Editorial team: Green ASC VET partner consortium

Language Editing and Proofreading

Edita Margeta

Graphic Design and Break

Tin Horvatin

Publisher

Association STRUKA, on behalf of the Green ASC VET project partnership

Address: HR- 35000 Slavonski Brod, Nikole Zrinskog 34

E-mail: info@struka-hr

Web stranica: <https://metautism.eu/>

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Scope and Purpose of the Document “PROGRAMME Training educators on supporting autistic people in VET”

The document “**Programme – Training Educators on Supporting Autistic People in Vocational Education and Training (VET)**” is intended to serve as a **framework and reference guide** for institutions and organisations that design and deliver training programmes for teachers and trainers working with autistic learners in VET.

It defines **what knowledge, competencies and learning outcomes should be addressed** in such training programmes, including key thematic areas, competency units and assessment orientations.

The document **does not aim to prescribe specific teaching methodologies, lesson plans or classroom activities**, as training practices, institutional contexts and educational systems vary significantly across countries and organisations.

Guidance on **how to teach these contents in practice**, including pedagogical methodologies, examples of learning activities, Universal Design for Learning (UDL) approaches and good practices, is provided in a **separate complementary publication – the Handbook for Teaching Classes in Which Autistic People Participate**.

1. GENERAL INFORMATION ABOUT THE PROGRAM

Purpose of the Program

The purpose of this program is to equip teachers and trainers with the necessary competencies, knowledge, and practical skills required to support autistic learners in the Vocational Education and Training (VET) system.

The program also includes the development of digital competencies, including the integration of XR technologies (VR/AR/MR) as support tools in vocational learning environments.

Target Group

The program is intended for:

- teachers in vocational schools,
- mentors and trainers in VET institutions,
- workplace mentors in companies and training centres,
- support professionals involved in the education of autistic learners,
- educators who use digital and XR technologies in VET contexts.

General Program Objectives

The program enables participants to:

- understand the educational, cognitive, and sensory needs of autistic learners;
- apply inclusive, structured, and individualized teaching approaches;
- develop competencies for designing adaptations, assessments, and teaching materials;
- collaborate effectively with parents, multidisciplinary teams, and employers;
- use XR technologies safely, ethically, and pedagogically;
- apply assessment methods and document learner progress.

Competencies & Outcomes

Table 1. Core Competencies and Expected Program Outcomes

Area	Competencies developed by participants	Expected program outcomes (participants will be able to...)
Understanding autism and neurodiversity	Understand autism, cognitive and sensory profiles, and apply neurodiversity principles in practice.	Lead an inclusive teaching process tailored to the needs of autistic learners.

Inclusive pedagogy and individualisation	Adapt teaching methods, materials, and content to diverse learner profiles.	Implement individualised approaches and learning adaptations.
Behaviour and crisis management	Manage challenging behaviour and crisis situations using structured, preventive strategies.	Apply assessment and support methods compatible with learner profiles, including behavioural and emotional needs.
Labour-market transition and soft skills	Facilitate labour market transition and develop soft skills (communication, self-management, teamwork).	Support learners in developing vocational and soft skills that improve employability.
Collaboration and communication	Work collaboratively and communicate effectively with families, multidisciplinary teams, and employers.	Maintain effective collaboration with parents, caregivers, and employers.
Digital and XR competencies	Use digital tools, including XR technologies, in VET learning environments.	Apply XR technology to enhance vocational learning.
Professionalism, ethics, and safety	Act in line with professional duties, ethical principles, and safety requirements.	Adhere to professional, ethical, and safety standards.

Duration of the Program

The duration of the program may be adjusted to institutional needs.

The recommended structure includes:

- **20–110 hours** of structured training (workshops, lectures, practical exercises),
- additional activities: independent work, mentoring, and application of learning in practice.

Methods Used in the Program

The program is delivered through:

- interactive workshops;
- practical demonstrations;
- case study analysis;
- simulations and teaching scenarios;
- group work and reflective activities;
- XR-supported learning activities when applicable.

Structure of the Program

The program consists of the following thematic components:

1. Understanding autism and neurodiversity
2. Adapting teaching methods and learning environments
3. Behavioural, communication, and social skill support
4. Labour market transition and vocational skill development
5. Collaboration with parents, professionals, and employers
6. Integration of XR technologies in teaching (optional, depending on institution)

Participation Requirements

No prior specialised knowledge of autism is required.

Preferred but not mandatory:

- experience in VET teaching or training,
- interest in digital and XR technology,
- willingness to engage in reflective and collaborative practice.

Final Certification

Participants receive:

- a **Certificate of Attendance**,
- the possibility of earning **micro-credentials** based on defined learning outcomes,
- a **competency certificate** if the program is delivered by an accredited institution.

2. BASES FOR BUILDING A PROGRAM FOR TRAINING TEACHERS AND TRAINERS

This section provides the foundational elements required to design a high-quality training program for teachers and trainers working with autistic learners in VET (Vocational Education and Training). It integrates evidence from research, practical needs of educators, and contemporary methods, including the role of XR (Extended Reality) technologies in enhancing training and learning.

The program is built on:

- key tasks and responsibilities of VET teachers and trainers;
- core competencies required for effective and inclusive teaching;
- expected learning outcomes that guide curriculum design;
- assessment methods aligned with the European Qualifications Framework (EQF);
- guidelines for collaboration, safety, and professional growth;
- additional competencies and tasks related to XR technology integration (presented separately).

XR-related content is integrated as parallel, complementary components that strengthen digital readiness and innovation in VET programs.

2.1. Key Jobs/ Tasks and Competencies of Teachers and Trainers

This chapter describes the main tasks and responsibilities of teachers and trainers working with autistic learners in vocational education and training (VET). The chapter also provides guidance on some additional tasks related to the use of XR technologies. Both domains, autism and XR, are presented separately to ensure that the program is clearly structured and easy to apply.

A. Key Jobs/Tasks in Working with Autistic Learners

Table 2. Key Jobs/Tasks in Working with Autistic Learners

Task area	Main actions
1. Environmental Design	Establish sensory friendly spaces (e.g., calm zones). Plan scheduled sensory breaks to prevent overload. Provide structure, routines, and visual support.
2. Curriculum Adaptation and Individualized Teaching	Modify content and instructional delivery to match the learner's profile. Use clear routines, chunked instructions, and visual aids. Implement interest-based learning strategies.

3. Assessment Customization	Create alternative and flexible assessments (projects, portfolios, practical tasks). Adapt tools to match sensory and cognitive needs.
4. Skill Development	Teach technical, vocational, and job-specific skills through hands-on learning. Support development of soft skills: communication, self-management, teamwork.
5. Social Skill Building	Facilitate small-group activities and structured peer interaction. Support development of interpersonal skills and self-advocacy.
6. Crisis Intervention	Apply strategies for de-escalation and emotional regulation. Implement preventive measures and document incidents to improve planning.
7. Collaboration with Parents and Caregivers	Share progress updates and challenges. Involve families in decision making and goal-setting.
8. Advocacy and Inclusion	Work with employers to promote autism-friendly practices. Support inclusive internships and workplace experiences.

B. Key Jobs/Tasks for Teachers and Trainers Using XR Technology

Table 3. Key Jobs/Tasks for Teachers and Trainers Using XR Technology

Job / Task area	Main actions
1. Preparation and Technical Setup	Set up and configure VR/AR/MR devices. Ensure calibration, safety checks, and proper spatial arrangements.
2. Integration of XR in Teaching	Align XR activities with learning outcomes. Use simulations and immersive tools to demonstrate job tasks. Connect XR activities with real workplace expectations.
3. XR Adaptations for Learners	Adjust XR environment settings (brightness, audio, movement). Provide accessible alternatives for learners who cannot use XR. Select XR content appropriate to learners' sensory and cognitive needs.
4. Supporting Students During XR Activities	Monitor student comfort, cybersickness, and sensory responses. Provide guided instructions in XR environments.

	Use gradual exposure methods.
5. XR Assessment and Analysis	Use built-in analytics to track performance (e.g., task accuracy, engagement). Document XR results and integrate them in learner progress plans.
6. XR Resource Management	Manage scheduling, maintenance, and software updates. Record technical issues and collaborate with IT support.
7. Collaboration on XR Implementation	Coordinate with XR developers, technicians, therapists, and employers. Ensure XR simulations reflect real labour market scenarios.
8. Ethical and Safety Responsibilities	Ensure safe physical and sensory conditions. Follow GDPR and privacy guidelines related to XR data.

For each job and task area listed above, the related competency units are presented in Section 2.2.

2.2. Units of Competencies for Teachers and Trainers

This section describes the core competencies that teachers and trainers need to effectively support autistic learners within VET. It also provides an overview of the competencies required for the use of XR technologies.

The competencies are divided into two groups:

- A) competencies for supporting autistic learners.
- B) XR competencies for teachers and trainers.

A. Units of Competencies for Working with Autistic Learners

Table 4. Units of Competencies for Working with Autistic Learners

Competency unit	Key elements
1. Understanding Autism and Neurodiversity	Knowledge of cognitive, sensory, and traits of autism. Ability to apply neurodiversity principles in inclusive practice.
2. Creating Inclusive Learning Environments	Design predictable, structured, and sensory friendly spaces. Implement Universal Design for Learning (UDL). Promote peer acceptance and community building.
3. Individualised Instruction and Adaptation	Tailor lessons, teaching methods, and assessments.

	Use visuals, practical tasks, and interest-based approaches. Identify strengths and needs through targeted assessments.
4. Behavioural and Emotional Support	Use de-escalation strategies and positive reinforcement. Implement personalised preventive strategies.
5. Communication Skills	Use clear, explicit language and avoid ambiguity. Use assistive communication technologies. Break tasks into manageable steps.
6. Career Transition and Soft Skills Training	Teach general and job specific workplace norms. Support self-advocacy, time management, and teamwork. Facilitate inclusive internships.
7. Collaborative Engagement	Communicate with families and multidisciplinary teams. Incorporate feedback from parents and professionals.
8. Professional Development	Engage in autism specific training. Stay updated on inclusive VET methodology.

B. XR Competencies for Teachers and Trainers

Table 5. XR Competencies for Teachers and Trainers

Competency unit	Key elements
1. Technical Competencies	Operate VR, AR, and MR devices confidently. Understand XR tools related to their vocational field. Solve basic technical issues. Manage XR related data securely and ethically.
2. Pedagogical Competencies	Design XR-supported lessons aligned with learning outcomes. Integrate XR to support active and collaborative learning. Balance immersion with cognitive load considerations. Ensure accessibility for all learners.

3. Safety, Ethics, and Wellbeing	Recognise and prevent sensory overload and cybersickness. Adjust XR parameters for learner safety. Apply ethical guidelines for XR use.
4. Assessment and Evaluation Competencies	Evaluate XR tools and their effectiveness. Use XR analytics to assess engagement and performance. Provide feedback based on XR activity data.
5. Organisational Competencies	Integrate XR into curriculum planning. Manage time, workflow, and coordination with technical staff.
6. Collaborative XR Competencies	Work with XR experts, researchers, therapists, and employers. Contribute to XR-enhanced VET innovation.

2.3. Learning Outcomes and Assessment Methods for Teachers and Trainers of Autistic People in VET

This section outlines the learning outcomes expected from teachers and trainers after completing the training programme, together with the assessment methods used to evaluate these outcomes and their indicative alignment with the European Qualifications Framework (EQF). It covers both outcomes related to supporting autistic learners in VET and outcomes linked to the use of XR technologies, ensuring a coherent view of what participants should achieve and how this achievement is measured.

The learning outcomes describe the knowledge, skills, and competences required for effective, inclusive practice, while the associated assessment methods translate these outcomes into observable evidence (e.g. tests, practical assignments, simulations, portfolios, and supervised practice). EQF references indicate the expected level of knowledge and skills, supporting transparency, recognition, and potential micro-credentialing across institutions and systems.

A. Learning outcomes and assessment - Working with Autistic Learners

Table 6. Learning Outcomes and Assessment Methods – Working with Autistic Learners

Area	Learning outcome	Assessment methods	EQF alignment
Understanding Autism and Neurodiversity	1. Participants will be able to explain the key cognitive, sensory, and behavioural traits	Written test; multiple-choice exam; case study analysis.	Knowledge EQF 5–6.

	associated with the autism spectrum.		
	2. Participants will apply neurodiversity principles to promote inclusion in educational and training environments.	Case study; simulation; role-play.	Skills EQF 6.
Creating Inclusive Learning Environments	3. Participants will design and implement sensory friendly, structured, and predictable learning environments.	Practical design assignment; classroom observation.	Skills EQF 6.
	4. Participants will implement structured peer interaction activities that promote acceptance and a sense of community.	Activity plan submission; simulation; peer review.	Skills EQF 5.
	5. Participants will apply Universal Design for Learning (UDL) principles in lesson planning and instructional practice.	Lesson plan analysis; teaching demonstration.	Skills EQF 6.
Individualized Instruction and Adaptation	6. Participants will develop tailored lesson plans and assessments that address the individual needs of autistic learners.	Submission of individualised lesson plans and assessments.	Skills EQF 6.
	7. Participants will use visual aids, practical methods, and interest-based strategies to enhance learning.	Teaching demonstration; portfolio evaluation.	Skills EQF 5–6.
	8. Participants will create assessment tools that identify and leverage each learner's strengths while addressing their areas for growth.	Creation of assessment tools; peer review.	Skills EQF 6.
Curriculum Adaptation	9. Participants will modify curriculum content to align with the sensory and learning preferences of autistic learners.	Adapted curriculum sample.	Skills EQF 6.
Assessment Customization	10. Participants will design alternative assessment methods, such as project-based evaluations and	Portfolio creation; rubric-based evaluation.	Skills EQF 6.

	portfolios, to measure learner progress.		
Behavioural and Emotional Support	11. Participants will apply effective de-escalation techniques to manage meltdowns and sensory sensitivities.	Role-play; simulation of crisis scenarios; reflective tasks.	Skills EQF 6.
	12. Participants will implement positive reinforcement strategies to support desired behaviours.	Observation of practice; review of behaviour support plans; supervisor feedback.	Skills EQF 5–6.
	13. Participants will apply individualised preventive strategies to reduce the likelihood of crisis situations.	Case study analysis; planning assignments; reflective reports.	Skills EQF 6.
Environmental Design	14. Participants will integrate sensory-friendly elements, including calm zones and planned sensory breaks, into the learning environment.	Practical design assignment; environment observation.	Skills EQF 6.
Communication Skills	15. Participants will use clear and straightforward language and avoid ambiguous or abstract expressions.	Observation of instructional practice; analysis of communication samples.	Skills EQF 5–6.
	16. Participants will effectively utilise assistive communication technologies to support both speaking and non-speaking learners.	Practical demonstration; portfolio of AAC use; supervisor feedback.	Skills EQF 5–6.
	17. Participants will break down tasks and instructions into manageable and predictable steps.	Micro-teaching sessions; lesson plan analysis; observation checklists.	Skills EQF 5–6.
Career Transition and Soft Skills Training	18. Participants will coach learners in general workplace norms and job-specific workplace expectations, as well as social, organizational, self-advocacy, and teamwork skills.	Observation in simulations or real workplace settings; learner feedback; mentor reports.	Skills EQF 5–6.

	19. Participants will facilitate internships and work placements in inclusive environments.	Documentation of internship plans; employer feedback; placement reports.	Skills EQF 6.
Technical and Vocational Skill Development	20. Participants will teach job-specific technical skills using practical, hands-on approaches.	Practical demonstrations; task performance assessment; workplace simulations.	Skills EQF 5–6.
	21. Participants will guide learners in developing soft skills such as communication, teamwork, time management, and organisation.	Observation in group tasks; self and peer assessment tools; reflective journals.	Skills EQF 5–6.
Social Skill Building	22. Participants will facilitate small group activities and peer mentoring programs to improve interpersonal skills.	Observation of group activities; peer feedback; activity plan review.	Skills EQF 5–6.
Crisis Intervention	23. Participants will apply strategies to manage crises, including meltdowns, in a calm and effective manner.	Role-play; simulation of crisis situations; supervised practice; reflective reports.	Skills EQF 6.
Collaborative Engagement	24. Participants will maintain open communication with parents, caregivers, and multidisciplinary teams.	Analysis of communication logs; case discussions; supervisor feedback.	Skills EQF 6.
Collaborative Engagement / Parental Collaboration	25. Participants will integrate feedback from families into educational strategies and individualised plans.	Review of individualised plans; case study assignments; reflective tasks.	Skills EQF 6.
Parental Collaboration	26. Participants will actively involve parents and caregivers in goal setting and decision-making processes regarding the learner's education.	Observation of meetings/roleplays with parents; documentation of collaborative planning.	Skills EQF 6.
Advocacy and Inclusion	27. Participants will collaborate with employers to promote workplace inclusion and raise awareness about autism in professional settings.	Project work with employers; reports on inclusive initiatives; evaluation of advocacy activities.	Skills EQF 6.

B. XR learning outcomes and assessment – teachers and trainers

Table 7. XR Learning Outcomes and Assessment Methods for Teachers and Trainers

Area	Learning outcome	Assessment methods	EQF alignment
Technical XR Learning Outcomes	1. Participants will operate VR, AR, and MR devices safely and confidently.	Practical demonstration of device use; observation during XR sessions; checklist-based performance evaluation.	Skills EQF 5–6.
	2. Participants will troubleshoot basic technical issues related to XR hardware and software.	Scenario based tasks; problem solving exercises; supervised practice logs.	Skills EQF 5–6.
	3. Participants will manage XR related data securely in accordance with privacy and ethical standards.	Review of data management procedures; case study analysis on GDPR/privacy; short written assignment.	Knowledge Skills EQF 5–6.
Pedagogical XR Learning Outcomes	4. Participants will design and adapt XR-based lessons aligned with learning outcomes.	Submission of XR-supported lesson plans; peer and trainer review of plans.	Skills EQF 6.
	5. Participants will integrate XR in ways that promote experiential, active, and collaborative learning.	Observation of XR teaching sessions; analysis of activity designs; learner feedback.	Skills EQF 6.
	6. Participants will ensure accessibility of XR content for learners with diverse abilities.	Review of adapted XR scenarios; accessibility checklists; case study tasks.	Skills EQF 6.
	7. Participants will recognise and manage cognitive load in immersive XR environments.	Reflective reports on XR lesson design; analysis of XR session recordings; supervision feedback.	Skills EQF 6.
XR Safety, Ethics, and Sensory	8. Participants will adjust XR sensory parameters (brightness, audio levels, movement sensitivity) to ensure learner safety.	Practical adjustment tasks; observation during XR setup; safety checklist completion.	Skills EQF 5–6.

Managem ent	9. Participants will apply ethical guidelines when selecting and implementing XR simulations, particularly realistic or emotionally intense ones.	Case study analysis; reflective assignments on scenario selection; short written test on ethical principles.	Knowledge/Sk ills EQF 5–6.
XR Assessm ent and Evaluatio n	10. Participants will analyse XR analytics to assess learner performance, engagement, and progress.	Analysis of XR analytics reports; written interpretation tasks; portfolio including data informed decisions.	Skills EQF 6.
	11. Participants will develop rubrics for evaluating Integrated learning activities.	Creation of assessment rubrics; peer review; application of rubrics to sample XR activities.	Skills EQF 6.
	12. Participants will provide feedback informed by XR generated data and learner interaction patterns.	Observation of feedback sessions; review of written feedback; supervisor/peer evaluation.	Skills EQF 6.
Organizat ional XR Learning Outcome s	13. Participants will plan and manage the preparation, implementation, and evaluation of XR-based lessons.	XR lesson implementation plan; project assignment; reflection on implementation and evaluation.	Skills EQF 6.
	14. Participants will integrate XR smoothly into broader vocational education programs.	Programme mapping tasks; documentation of integration strategies; case-based assignments.	Skills EQF 6.
Collabora tive and Interdisci plinary XR Learning Outcome s	15. Participants will collaborate with XR developers, IT technicians, therapists, and employers to ensure effective implementation.	Group projects; partnership planning documents; observation of coordination meetings or simulations.	Skills EQF 6.
	16. Participants will align XR simulations with real workplace procedures and expectations.	Comparison tasks between XR scenarios and workplace standards; employer feedback; project reports.	Skills EQF 6.
Reflective XR Practice	17. Participants will reflect on their XR teaching practices and adjust methods based on learner feedback and outcomes.	Reflective journals; self-assessment tools; supervision discussions.	Skills EQF 5–6.

	18. Participants will identify the strengths, limitations, and pedagogical value of XR technologies within VET programs.	Critical reflection essays; presentations; evaluation of XR use cases.	Knowledge/Skills EQF 5–6.
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C. Short-Term Measurable Learning Outcomes (Optional Complement Section)

These outcomes are smaller, assessable tasks aligned with practical aspects of training.

Table 8. Short-Term Learning Outcomes and Assessment Methods

Short-Term Learning Outcome	Assessment Method
Create an adapted lesson plan for a fictional autistic learner.	Peer-reviewed lesson plan.
Design a visual guide on workplace norms for autistic youth.	Presentation + rationale.
Create a simulated inclusive internship plan.	Written plan + oral presentation.
Simulate a structured meeting with caregivers.	Role-play.
Adapt an educational plan based on a case scenario.	Written adaptation plan.
Co-design an individualised plan with “mock” parents.	Submitted co-designed plan.
Prepare a safe XR environment for a learning activity.	Practical demonstration.
Deliver a 10-minute XR micro-lesson.	Lesson plan + demonstration.
Analyse and interpret XR analytics.	Data interpretation report.
Create a sensory-safe XR activity setup.	Simulation + reflection.
Facilitate an XR learning scenario.	Observation or video analysis.
Develop an XR assessment rubric.	Submitted rubric.
Document collaboration with XR/IT personnel.	Collaboration log.

2.4. Guidelines for Collaboration and Professional Development

This chapter offers practical guidelines to support collaborative, ethical, and sustainable professional practice for teachers and trainers working with autistic learners in VET and integrating XR technologies. The points below are **recommendations** (not learning outcomes) intended to enhance quality, consistency, and long-term professional growth.

A. Guidelines for Collaboration and Professional Development When Working with Autistic Learners

1. Collaboration with Key Stakeholders

- Establish regular and structured communication with parents, caregivers, and multidisciplinary teams.
- Share relevant information about student progress, challenges, strengths, and support needs.
- Involve families in setting learning objectives, reviewing progress, and planning future steps.
- Organise interdisciplinary meetings with teachers, trainers, psychologists, therapists, and career counsellors.
- Maintain consistent documentation to monitor student development, implemented strategies, and adjustments.

2. Collaboration with Employers and the Community

- Build strong partnerships with employers to create inclusive workplace learning opportunities.
- Provide employers with information and training on autism friendly practices and reasonable adjustments.
- Facilitate job shadowing, guided workplace visits, and community-based learning experiences.
- Promote community awareness and inclusion initiatives that recognise neurodiversity.

3. Professional Development and Lifelong Learning

- Participate in ongoing autism specific professional development.
- Stay informed about new research, tools, and teaching approaches for inclusive VET.

-
- Develop communication, collaboration, and interpersonal competencies essential for working with autistic learners.
 - Engage in communities of practice to exchange knowledge and strengthen support networks.
 - Reflect on teaching practices and continuously refine approaches based on feedback and observation.

4. Ethical and Reflective Practice

- Uphold confidentiality and obtain informed consent when working with learners and families.
- Apply strength based and person-centred approaches.
- Ensure equitable and non-discriminatory practices across all teaching activities.
- Consult colleagues or specialists when addressing complex ethical dilemmas.
- Develop self-awareness, emotional resilience, and stress-management strategies.

5. Sustainability and Alignment with Policies

- Align educational practices with national and European inclusive education policies (e.g., EQF, UNCRPD).
 - Advocate for institutional changes that promote accessibility and inclusion.
 - Participate in curriculum development processes that support equal opportunities for autistic learners.
 - Contribute to long-term institutional strategies that strengthen inclusive VET frameworks.
-

B. Guidelines for XR-Supported Teaching and Training

1. Collaboration for Implementing XR Technologies

- Work closely with IT teams, XR technicians, developers, and digital learning specialists.
 - Consult employers to ensure XR simulations reflect realistic workplace skills and expectations.
 - Collaborate with therapists or specialists when adapting XR content for learners with sensory or cognitive needs.
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- Establish clear procedures for handling technical issues, equipment failures, or safety concerns.

2. Collaboration with Employers and the Community

- Build strong partnerships with employers to create inclusive workplace learning opportunities.
- Provide employers with information and training on autism friendly practices and reasonable adjustments.
- Facilitate job shadowing, guided workplace visits, and community-based learning experiences.
- Promote community awareness and inclusion initiatives that recognise neurodiversity.

3. Ethical and Safe Use of XR

- Ensure physical safety in the learning environment (adequate space, supervision, equipment checks).
- Monitor learners for discomfort, cybersickness, sensory overload, or anxiety during XR use.
- Adjust XR settings such as, brightness, motion intensity, audio levels, to ensure a safe and positive experience.
- Carefully select XR content to avoid unnecessary emotional strain or potentially distressing simulations.
- Comply with GDPR and data privacy regulations when XR tools collect user interaction data.

4. Accessibility and Inclusion in XR Environments

- Ensure XR content is accessible to learners with diverse motor, sensory, or cognitive needs.
- Provide alternative learning formats for learners unable to use XR.
- Implement gradual exposure strategies for learners sensitive to immersive stimuli.
- Teach learners self-advocacy strategies related to comfort, communication, and safety within XR environments.

5. Reflective XR Practice

- Document XR sessions to track learner engagement, challenges, and growth.
- Gather learner feedback and use it to adapt future XR activities.
- Reflect on the pedagogical value of XR and its impact compared to traditional teaching tools.
- Continuously improve XR implementation based on evidence and evaluation results.

6. Sustainability and Institutional Planning for XR Use

- Advocate for ongoing investment in XR devices, software, infrastructure, and staff training.
 - Participate in institutional planning and policy development for XR integration.
 - Support environmentally responsible use of equipment (maintenance, recycling, lifecycle management).
 - Develop guidelines that ensure balanced use of XR technology within VET programs, avoiding overreliance.
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3. PROGRAM FOR TRAINING TEACHERS AND TRAINERS

This chapter presents a modular training programme designed to strengthen teachers' and trainers' competencies in inclusive VET and in the pedagogically sound use of Extended Reality (XR) technologies.

The programme adopts a flexible structure that allows modules to be implemented independently or as a coherent learning pathway, depending on institutional needs.

3.1. Programme Overview and Rationale

Inclusive VET requires professionals who can respond to learner diversity while integrating innovative digital tools in a safe, ethical and meaningful way. Teachers and trainers working with autistic learners need solid pedagogical foundations in inclusion, communication and behavioural support, as well as guidance on how emerging technologies can be adapted to sensory and cognitive needs.

This training programme addresses these requirements through two complementary modules:

- one focused on inclusive teaching and learner support in VET contexts.
- one focused on the educational use of XR technologies.

Together, the modules support sustainable professional development and contribute to the strengthening of inclusive institutional practices.

3.2. Programme Structure and Modular Design

The programme consists of two autonomous but complementary modules:

Module A – Inclusive Teaching and Support for Autistic Learners in Vocational Education and Training (VET)

Module B – Fundamentals of XR Technology in Education and Training

Each module has its own objectives, learning outcomes, content structure and assessment framework.

Modules may be delivered as standalone professional development activities; or sequentially, forming an integrated learning pathway.

3.3. Module A – Inclusive Teaching and Support for Autistic Learners in Vocational Education and Training (VET)

3.3.1. General Information

Total duration	56 hours: - 32 hours of instruction - 24 hours of independent learning
Programme type	Non-formal education (professional training)
Target group	Teachers, vocational instructors, trainers and educators in vocational schools and training institutions
EQF level	6

3.3.2. Module Aim

The module aims to empower teachers and vocational instructors to provide effective, empathetic and professionally grounded instruction for autistic learners. Participants develop the knowledge and practical skills required to adapt teaching processes, respond to sensory and communication needs, and create supportive and inclusive learning environments.

3.3.3. Learning Outcomes

At the end of the module, participants will be able to:

- ✓ Explain key characteristics of autism, including cognitive, sensory and behavioural aspects.
- ✓ Apply principles of neurodiversity in lesson planning.
- ✓ Adapt teaching content, methods and learning environments to sensory and communication needs.
- ✓ Develop an Individualised Education or Support Plan (IEP).
- ✓ Apply positive behavioural support strategies, including crisis prevention and calming techniques.
- ✓ Use visual and structural supports to increase predictability and reduce anxiety.
- ✓ Reflect critically on their teaching practice and professional development.

3.3.4. Thematic Units | Module Content | Workload Distribution

Table 9. Module A Thematic Units – Content and Workload Distribution

Thematic unit	Summary of content	The participant will be able to...	Workload Distribution
Unit 1. Introduction to Autism and Neurodiversity	Core knowledge about autism and the principles of neurodiversity; recognition of diverse communication styles, learning patterns and sensory responses; addressing common myths.	- distinguish different sensory and cognitive learner profiles; - explain how sensory processing affects behaviour and learning; - analyse short scenarios and assess possible sources of difficulty.	6h
Unit 2. Principles of Inclusive Teaching	Principles of Universal Design for Learning (UDL); structured teaching; clear instructions; adaptations to increase predictability and accessibility; techniques to support engagement.	- design activities that meet diverse learning styles; - create visual structures that support clarity and predictability; - evaluate the effectiveness of implemented adaptations.	6h
Unit 3. Individualisation and Instructional Adaptations	Assessment of learner needs; development of Individualised Education Plans (IEPs); case analysis; selection of differentiated methods and approaches.	- formulate clear and measurable learning goals; - apply differentiated instructional methods; - design a realistic IEP and adapt activities accordingly.	8h
Unit 4. Behavioural Support and Communication	Understanding the function of behaviour; behavioural support plans; calming and preventive strategies; communication styles; importance of clear, predictable messages.	- analyse the function of behaviour; - apply calming strategies and crisis prevention approaches; - use predictable and visual communication.	6h
Unit 5. Collaboration and	Teamwork; communication with families and specialists;	- develop communication protocols; - plan collaboration with families and professional teams; -	6h

Professional Reflection	continuous learning and reflective practice.	maintain a reflective teaching journal.	
Total			56h

3.3.5. Teaching and Learning Methods

- ✓ Interactive lectures
- ✓ Practical workshops and simulations
- ✓ Case study analysis
- ✓ Group and individual tasks
- ✓ Reflective discussions and guided journaling

3.3.6. Assessment and Evidence of Achievement

- ✓ Individualised education or support plan
- ✓ Reflective journal
- ✓ Case study analysis
- ✓ Presentation of a practical task
- ✓ Active participation in learning activities

3.3.7. Expected Module Outcomes

Participants will be able to plan and deliver inclusive vocational instruction that respects sensory, communication and behavioural diversity and contributes to an inclusive school culture.

3.3.8. Achievement and Competence Assessment Framework

The following tables present the assessment framework used to document both individual participant achievement and the overall level of competence development supported by the training programme.

Table 10 focuses on the assessment of participants' learning outcomes and demonstrated competencies, while Table 11 provides an overview of the expected level of competence development achievable within the scope and duration of the programme.

Participant Achievement

Table 10. Module A – Participant Achievement Table

Learning Outcome Area	Level of Achievement	Description of Achieved Competence
Understanding of autism and neurodiversity	Achieved Partially achieved Not achieved	The participant demonstrates understanding of sensory, cognitive and socio-emotional characteristics of autistic learners and can explain them using practical examples.
Application of inclusive teaching principles (UDL)	Achieved Partially achieved Not achieved	The participant can design predictable, structured and visually supported learning activities adapted to diverse learner needs.
Individualisation and instructional adaptations	Achieved Partially achieved Not achieved	The participant develops an individualised support plan (IEP) with clear, measurable goals and appropriate differentiated strategies.
Behavioural support and calming strategies	Achieved Partially achieved Not achieved	The participant applies strategies for calming, preventing and managing crisis situations in a safe and supportive manner.
Communication and collaboration	Achieved Partially achieved Not achieved	The participant demonstrates the use of clear and structured communication and collaborates effectively with colleagues, families and support teams.
Reflective practice	Achieved Partially achieved Not achieved	The participant maintains a reflective log, recognises strengths and areas for improvement, and integrates feedback into practice.

Expected Level of Competence Development Supported by the Programme

Table 11. Module A – Expected Level of Competence Development

Competence Area	Level of Achievement	Explanation
Foundational knowledge of autism	High (80–90%)	Theoretical content is well attainable within a short training programme.
Inclusive teaching (UDL)	High (70–85%)	Practical and clearly applicable methods support efficient learning.

Individualisation and IEP development	Moderate (50–70%)	Additional practice is required for advanced and independent application.
Behavioural support and communication	Moderate (40–60%)	A basic level can be achieved; advanced competence requires supervision and real-case experience.
Collaboration and professional reflection	High (70–85%)	Competencies are quickly acquired through guided activities and reflective practice.

3.4. Module B – XR Technologies for Inclusive Education and Training

3.4.1. General Information

Total duration	24 hours
Programme type	Non-formal education (professional training)
Target group	Teachers, vocational instructors, trainers and educators in vocational schools and training institutions
EQF level	6

3.4.2. Module Aim

The module aims to equip participants with foundational knowledge and practical skills for the pedagogically meaningful, safe and ethical use of XR technologies (VR, AR and MR) in education and training, with specific attention to accessibility and adaptation for autistic learners.

3.4.3. Learning Outcomes

At the end of the module, participants will be able to:

- ✓ Explain the basic concepts and differences between VR, AR and MR.
- ✓ Safely and independently use basic XR devices and applications.
- ✓ Design a simple XR-based learning activity aligned with learning objectives.
- ✓ Identify technical, safety-related and ethical considerations in XR use
- ✓ Adapt XR experiences to sensory and cognitive needs of autistic learners.
- ✓ Evaluate the effectiveness of XR activities.
- ✓

3.4.4. Thematic Units | Module Content | Workload Distribution

Table 12. Module B Thematic Units – Content and Workload Distribution

Thematic unit	Summary of content	The participant will be able to...	Workload Distribution
Unit 1. Introduction to XR Technologies	Fundamental understanding of XR concepts; differences between VR, AR and MR; examples of use in educational and vocational contexts.	- explain key XR concepts; - distinguish between VR, AR and MR technologies; - analyse examples of good practice in education and training.	4h
Unit 2. Working with XR Devices and Applications	Hands on experience with VR headsets, AR applications and basic XR platforms; essential technical settings and basic operation.	- independently start XR devices; - navigate an XR environment; - troubleshoot basic technical issues.	6h
Unit 3. XR in Teaching and Training Practice	Pedagogical integration of XR; planning activities; aligning XR activities with learning outcomes and learner needs; creating XR micro-lessons.	- design a simple XR learning activity; - align an XR activity with learning objectives and the vocational context; - create a pedagogically sound XR micro-lesson.	6h
Unit 4. Safety, Ethics and Accessibility in XR	Safe use of XR technologies; data privacy protection; ethical principles; sensory and cognitive adaptations for autistic learners.	- identify key safety risks in XR; - propose data privacy protection measures; - develop a proposal for sensory safe adaptations.	4h
Unit 5. Evaluation and Reflective Practice	Analysing learner engagement in XR activities; evaluating XR tasks; developing a reflective approach to technology use.	- evaluate learner achievements in an XR environment; - analyse an XR activity and propose improvements; - produce a reflective report on XR use.	4h
Total			24h

3.4.5. Teaching and Learning Methods

- ✓ Demonstrations of XR tools
- ✓ Guided hands-on practice
- ✓ Group work and collaborative design
- ✓ Case study analysis

- ✓ Reflective discussions

3.4.6. Assessment and Evidence of Achievement

- ✓ XR activity plan (micro-lesson or simulation)
- ✓ Reflective report
- ✓ Active participation in XR activities

3.4.7. Expected Module Outcomes

Participants will develop essential technical and pedagogical competencies required for the safe, ethical and inclusive application of XR technologies in education. They will understand the strengths and limitations of XR and be able to plan simple, accessible and sensory adapted XR learning activities.

3.4.8. Achievement and Competence Assessment Framework

The following tables present the assessment framework used to document both individual participant achievement and the overall level of competence development supported by the training programme.

Table 13 focuses on the assessment of participants' learning outcomes and demonstrated competencies, while Table 14 provides an overview of the expected level of competence development achievable within the scope and duration of the programme.

Participant Achievement

Table 13. Module B – Participant Achievement Table

Learning Outcome Area	Level of Achievement	Description of Achieved Competence
Understanding VR, AR and MR technologies	Achieved Partially achieved Not achieved	The participant distinguishes basic XR technologies, their features and educational applications.
Working with XR devices and applications	Achieved Partially achieved Not achieved	The participant safely and independently uses basic XR devices and applications.
Designing an XR learning activity	Achieved Partially achieved Not achieved	The participant designs a simple, pedagogically grounded XR activity aligned with learning content.
Safety, ethics and sensory accessibility	Achieved Partially achieved Not achieved	The participant applies safety guidelines and recognises sensory risks for autistic learners.

Evaluation of XR activities	Achieved Partially achieved Not achieved	The participant evaluates the effectiveness of XR activities using observation and feedback.
Reflective analysis of XR implementation	Achieved Partially achieved Not achieved	The participant prepares a reflective analysis of the XR activity and identifies areas for improvement.

Expected Level of Competence Development Supported by the Programme

Table 14. Module B – Expected Level of Competence Development

Competence Area	Level of Achievement	Explanation
Fundamentals of XR technologies (VR, AR, MR)	High (80–90%)	Theoretical content is clear, visual and easy to understand.
Practical work with XR devices	Medium to High (60–80%)	Participants quickly learn basic functions; advanced use requires further practice.
Designing XR activities	Medium (50–70%)	Creative skill requiring pedagogical planning and experience.
Safety and ethical aspects	High (75–90%)	Guidelines are clear and easily adopted through demonstrations.
Evaluating XR effectiveness	Medium (50–65%)	This competence develops with practice and analysis of real examples.
Reflective practice	High (70–85%)	Strengthened through guided reflection and feedback

3.5. Learning Pathways and Progression

Participants may follow different learning pathways:

- **Standalone pathway:** completion of one module according to professional needs.
- **Sequential pathway:** Module A followed by Module B, applying inclusive principles to XR-supported teaching.
- **Integrated practice pathway:** application of both modules to design inclusive, technology-enhanced vocational learning activities.

3.6. Overall Programme Outcomes

Upon completion of the programme, participants will be able to:

- ✓ Deliver inclusive vocational education aligned with learner diversity.
- ✓ Apply structured, predictable and accessible teaching strategies.
- ✓ Integrate XR technologies responsibly and inclusively.
- ✓ Adapt digital learning environments to autistic learners.
- ✓ Engage in reflective and collaborative professional practice.

4. MICRO QUALIFICATION: TEACHING AND TRAINING FOR INCLUSIVE VOCATIONAL EDUCATION OF AUTISTIC PEOPLE

4.1. General information

Name of the micro qualification	Teaching and Training for Inclusive Vocational Education of Autistic Learners
EQF level	6
Total workload	10 ECTS (250 hours)
Target group	Teachers and vocational instructors working with autistic learners in vocational education and training (VET).
Purpose	To develop the competencies of teachers and vocational instructors for effective, inclusive and technologically supported teaching of autistic learners, by applying the principles of neurodiversity, individualisation and the digital transformation of education.

4.2. Purpose of the micro qualification

The micro qualification empowers teachers and vocational instructors to work in inclusive vocational education environments by developing specific knowledge and skills related to understanding autism, individualised instruction, communication and social skill development, cooperation with families and multidisciplinary teams, and the integration of XR technologies into the teaching process.

4.3. Structure of the Micro qualification and Learning Outcome

4.3.1 Clusters and ECTS

Table 15. Micro qualification Clusters and ECTS Distribution

Learning Outcome	Name of Competence Cluster	Description and Focus	ECTS
LO1	Understanding Autism and Neurodiversity	Characteristics of autism, principles of neurodiversity and individual learner differences.	1.5

LO2	Creating an Inclusive Learning Environment	Application of UDL, designing sensory-safe learning environments and activities.	2
LO3	Individualised Teaching and Behavioural Support	Development of IEPs, differentiated instruction and progress evaluation.	2
LO4	Communication and Social Skills	Effective communication strategies, social interaction and fostering autonomy.	1.5
LO5	Professional Collaboration and Development	Collaboration with families, employers and specialists, and reflective practice.	1
LO6	Fundamentals of XR Technology in Inclusive Education	Use of XR for planning, implementing and evaluating instruction, with a focus on sensory safety and ethics.	2

4.3.2 Detailed Learning Outcomes

Table 16. Micro qualification – Detailed Learning Outcomes by Cluster

Cluster	Learning outcomes The participant will be able to:
LO1. Understanding Autism and Neurodiversity	✓ Explain the cognitive, sensory and socioemotional characteristics of autistic learners; ✓ Apply principles of neurodiversity in pedagogical planning; ✓ Recognise individual differences and learner needs based on professional profiles; ✓ Distinguish between myths and evidence-based facts about autism; ✓ evaluate the influence of the environment on a learner's reactions and engagement.
LO2. Creating an Inclusive Learning Environment	✓ Apply the principles of Universal Design for Learning (UDL); ✓ Design sensory-safe, structured and predictable classroom environments; ✓ Use visual schedules, clear routines and structured learning activities; ✓ Plan individualised sensory accommodations;

	✓ Assess the effectiveness of the learning environment through observation and feedback.
LO3. Individualised Teaching and Behavioural Support	✓ Develop an Individualised Education Plan (IEP) aligned with learner needs; ✓ Apply differentiated instructional methods; ✓ Assess learner progress using flexible assessment approaches; ✓ Apply strategies for calming and preventing crisis situations; ✓ Design a plan for positive behavioural support and sensory regulation.
LO4. Communication and Social Skills	✓ Use clear, predictable and structured communication; ✓ Apply visual and augmentative/alternative communication (in collaboration with specialists); ✓ Foster the development of social skills through guided activities; ✓ Design tasks that promote cooperation and a sense of belonging; ✓ Recognise and support the development of self-regulation and self-advocacy.
LO5. Professional Collaboration and Development	✓ Collaborate effectively with parents, caregivers and multidisciplinary teams; ✓ Plan and maintain communication protocols; ✓ Participate in developing multidisciplinary support plans; ✓ Maintain a reflective journal of professional practice; ✓ Identify personal needs for ongoing professional development.
LO 6. Fundamentals of XR Technology in Inclusive Education	✓ Distinguish VR, AR and MR technologies and their educational applications; ✓ Independently use basic XR devices and applications; ✓ Design a simple XR activity adapted for autistic learners; ✓ Adapt XR content to sensory and cognitive learner needs; ✓ Apply safety and ethical protocols when using XR; ✓ Evaluate XR activities using observation and learner feedback.

4.4 Total workload and ECTS distribution

Table 17. Micro qualification Total Workload and ECTS Distribution

Activity	Workload (hours)
Continuous instruction and workshops	40
Independent study and reflection	100
Practical activities and simulations	70
Preparation of final assignment and evaluation	40
Total	250 hours (10 ECTS)

Additional Explanation

Independent study and reflection include:

- reviewing professional literature and learning materials,
- preparing teaching materials and adapting instructional plans,
- analysing examples of good practice and real educational cases,
- keeping a reflective journal to document experiences, insights and areas for improvement,
- conducting self-assessment and incorporating results into a professional portfolio.

In the context of XR technology, reflection also includes evaluating:

- the effectiveness of digital tools,
- learner engagement,
- accessibility of XR activities for autistic learners.

4.5 Methods of assessment by clusters

Table 18. Methods of Assessment by Clusters

Clusters	Assessment Methods	Evidence of Achievement
1. Understanding Autism and Neurodiversity	Written test, case analysis, reflective commentary	Analysis of learner needs; brief reflection on applying neurodiversity principles

2. Creating an Inclusive Learning Environment	Project assignment, observation of a simulated activity	Classroom layout plan; visual schedule; analysis of accommodations
3. Individualised Teaching and Behavioural Support	Development of an IEP, case study, crisis simulation	Completed IEP; behavioural support plan; evaluation of the simulation
4. Communication and Social Skills	Demonstration of communication strategies, video analysis	Recording or written description of a communication task; reflective notes
5. Professional Collaboration and Development	Reflective journal, analysis of a communication protocol	Documentation of collaboration; written protocol; professional development reflection
6. Fundamentals of XR Technology in Inclusive Education	XR activity plan, demonstration, XR lesson evaluation	Completed XR plan; evaluation report; reflection on accessibility considerations

4.6 EQF alignment

Table 19. EQF Alignment Table – Knowledge, Skills, Responsibility and Autonomy

Cluster	Knowledge	Skills	Responsibility and Autonomy
1. Understanding Autism and Neurodiversity	Theoretical and applied knowledge of autism	Analysing learner profiles and needs	Independent pedagogical decision making
2. Creating an Inclusive Learning Environment	Knowledge of UDL and sensory accommodations	Designing learning environments	Responsibility for creating inclusive conditions
3. Individualised Teaching and Behavioural Support	Knowledge of IEP development and differentiation	Applying instructional methods and assessment tools	Independent management of support processes

4. Communication and Social Skills	Knowledge of communication approaches and social development	Communication and facilitation skills	Responsibility for guiding interaction and collaboration
5. Professional Collaboration and Development	Knowledge of teamwork, partnerships and reflective practice	Collaborative and organisational skills	Responsibility for cooperation and professional growth
6. Fundamentals of XR Technology in Inclusive Education	Technical and ethical knowledge of XR	Digital and XR operational skills	Safe and ethical implementation of XR in teaching

4.7 Alignment of micro qualification clusters with XR competencies (main programme)

Table 20. Alignment of Micro qualification Clusters with XR Competencies

Micro qualification Cluster	Relevant XR Competencies (aligned with the Main Programme)
1. Understanding Autism and Neurodiversity	XR-4: Ethical and safety principles; understanding sensory overload risks in XR environments
2. Creating an Inclusive Learning Environment	XR-1: Safe use of XR devices; XR-3: Sensory accommodations in XR activities
3. Individualised Teaching and Behavioural Support	XR-3: Adapting XR content to individual sensory and cognitive needs
4. Communication and Social Skills	XR-2: XR-supported communication simulations for developing social interaction skills
5. Professional Collaboration and Development	XR-5: XR-enabled partnerships with employers and reflective analysis of XR-based activities
6. Fundamentals of XR Technology in Inclusive Education	All XR competencies (XR-1 to XR-5) — core technical, pedagogical, ethical and evaluative XR skills

4.8 Achievement

Table 21. Micro qualification – Participant Achievement Table

Learning Outcome Area	Achievement Level	Description of Achieved Competencies
Understanding Autism and Neurodiversity	Achieved Partially Achieved Not Achieved	Demonstrates understanding of key characteristics of autism and applies principles of neurodiversity.
Inclusive Teaching (UDL)	Achieved Partially Achieved Not Achieved	Plans and implements structured, visually supported learning activities.
Individualisation and IEP	Achieved Partially Achieved Not Achieved	Develops tailored learning goals and an individualised education plan for the learner.
Behavioural Support and Calming Strategies	Achieved Partially Achieved Not Achieved	Applies strategies for prevention and calming during crisis situations.
Communication and Social Skills	Achieved Partially Achieved Not Achieved	Uses clear, predictable communication and promotes social interaction.
Professional Collaboration and Development	Achieved Partially Achieved Not Achieved	Effectively collaborates with parents and multidisciplinary teams and maintains reflective practice.
XR Technologies in Inclusive Education	Achieved Partially Achieved Not Achieved	Plans and implements XR activities while ensuring sensory safety and accessibility.

Table 23. Micro qualification – Expected Level of Competence Development

Competency Area	Level of Achievement	Explanation
Foundational Knowledge of Autism	High (80–90%)	Theoretical content is relatively easy to master within a short programme.

Inclusive Teaching (UDL)	High (70–85%)	Methods are clear, practical, and rapidly applicable.
Individualisation and IEP	Medium (50–70%)	Advanced application requires additional practice.
Behavioural Support and Communication	Medium (40–60%)	Higher proficiency requires supervision and work with real-life cases.
Collaboration and Professional Reflection	High (70–85%)	Competencies develop quickly through guided activities.
XR Technologies in Education	Medium to High (60–80%)	Basic use is quickly mastered; advanced application requires additional training.

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