



Autism Education Trust

Quality Assurance Policy

2020

Contents

1. Introduction	3
2. The Autism Education Trust	3
2.1 The AET as a Social Franchise.....	4
2.2 AET Vision, Mission and Strategic Outcomes.....	5
2.3 Governance Structure.....	6
2.4 Monitoring and Reporting Cycle.....	7
3. Quality Assurance Policy Objectives	8
3.1 Social Franchise.....	9
3.1.1 Recruitment of strategic partners, training hubs and trainers.....	9
3.1.2 Induction and follow-up training.....	9
3.1.3 Peer observations.....	10
3.1.4 Feedback loop.....	10
3.2 Strategic Outcomes	11
3.3 Products and Customer Service	11
3.4 Performance Management	12
4. Links to Other Policies and Procedures	13
5. What happens when there is evidence that a trainer, training hub or strategic partner is underperforming?	14
Appendix One: Strategic Partners Eligibility Criteria, Role and Responsibilities	15
Appendix Two: Training Hub, Lead Trainer and Trainer Eligibility Criteria, Role and responsibilities .	16
Appendix Three: Hub Induction Framework	19
Appendix Four: Training Hub Delivery Plan	21
Appendix Five: Peer Review Observation Form	23
Appendix Six: Training Hub Self-Report	25
Appendix Seven: AET Brand Bible and Social Media Guidelines	27

1. Introduction

Autism Education Trust (AET) has in place a set of processes to ensure quality will be experienced consistently across all aspects of our operations, and support the AET network in continuous improvement and raising standards. At the heart of our business is the positive impact our programme has on the lives of autistic children and young people, their families and the education professionals who are part of their lives. We aim to achieve quality improvements that focus on the delivery of professional development resources and opportunities that support services and staff in securing positive experiences and outcomes for autistic children and young people.

AET is committed to providing quality services to our customers and end users. Our approach to quality assurance and continuous improvement is to learn from best practice and utilise our regional partnerships and other agencies to embed good practice. We set standards for performance management and consumer service quality that strive to meet or exceed the expectations of our customers and partners.

A note about terminology:

- An outcome is the impact on the autistic child, young person, or educational professional e.g. increase in confidence, reduction in exclusion.
- An output or objective is the tangible product or thing you can count e.g. number of people trained, training materials.
- A value is an attitude or belief e.g. that autism is not a deficit, it is a difference.

2. The Autism Education Trust

The Autism Education Trust was formed as a partnership in 2008 to help improve the quality of education for autistic children and young people across England.

At the heart of the AET is the belief that good outcomes can only be achieved by working in partnership. The AET is a not for profit programme led by two national autism charities – the National Autistic Society and Ambitious about Autism. Supported by the Department for Education, the AET promotes and supports partnerships throughout the education system to improve educational access, experience, and outcomes for autistic children and young people.

Our work centres on the promotion of good practice standards for education settings; competency frameworks for practitioners and the provision of a range of professional development training programmes for early years, schools, and post 16 settings delivered by local licensed training hubs and supported by our regional strategic partners. Our partners across England are central to ensuring that training for early years, schools and post-16 settings is accessible and of high quality.

The AET is governed by its Programme Board which determines its strategy and protects its values whilst both supporting and holding the staff team accountable for the delivery of its objectives. Programme Board membership reflects a broad and rounded perspective from across the autism and education communities to include autistic people and parents. The AET is not a legal entity and is hosted on behalf of the partnership by the National Autistic Society (NAS). The lack of legal status means that the AET is a **social franchise**.

2.1 The AET as a Social Franchise

Social franchising involves enabling another organisation to deliver a proven intervention to agreed standards under a franchise agreement. The primary aim is to maximise social benefit which is what distinguishes it from the commercial use of franchising. Central to successful social franchising is ensuring that a clear set of social values are embedded and replicated in every franchised organisation. The AET has five core values:

1. Autism is a difference not a deficit

The AET promotes the concept that autism should be seen as a difference not a deficit. The AET advocates for the importance of neurodiversity in our society because diversity gives strength to an organisation, to our communities, and the world we live in. Diversity results in better performance, quality of working environment, and life. Neurodiversity is important to understand and support because children and young people who are not neuro-typical have a lot to contribute and it is our job to make sure they get the opportunity to do so. This is not only because it makes their world better but also because it makes our world better.

2. Person Centred Good Autism Practice

The AET promotes the concept that there are particular things that we need to do differently for autistic children and young people; there is such a thing as 'good autism practice' and a whole SEND (special educational needs and disability) approach is not enough. The problem is that most services, organisations and educational settings are largely managed and run by neuro-typicals. Neuro-typicals make neuro-typical assumptions and hence do not always create environments that enable autistic children and young people to access learning or have their voices heard. We support education professionals and settings to be neuro-diverse aware. To create environments that meet the needs of autistic children and young people and engage in practice that empowers them to reach their potential. We must also remember that what works for one autistic person may not work for another and that everyone is an individual and needs a person centred response.

3. Creating inclusive and accessible environments

The vast majority of autistic children and young people live in the community with limited formal support. The AET promotes the concept that supporting autistic children and young people to lead healthy, meaningful lives, and reducing the demand on intensive, specialist services and provision requires mainstream settings to be accessible. Making mainstream settings accessible means that these settings (and the associated workforces) must create inclusive environments by making the type of reasonable adjustments outlined in the AET standards and competency frameworks.

4. Working and learning together in partnership

AET is a partnership organisation. We work in formal partnerships with training hubs, we collaborate with other organisations, and we network with our wider community. We work in partnership with autistic children and young people, parents, and professionals and we need to keep strengthening the ways in which we do this. Collaboration provides opportunities for development through formal and informal learning from peers with diverse experience and expertise. Working in partnership requires professional commitment and respect for one another's roles, experience and expertise, and is the responsibility of all.

'The characteristics of effective partnerships include positive communication practices, collaborative planning, and the pursuit of common goals' (Lumsden 2005).

The point of partnership and collaboration is to learn from each other. Learning is often about widening your circle, listening to others, and asking for their critical perspective of your work. A learning culture develops trusted and safe places to do this and people approach critical analysis with a beady eye but a kind and respectful heart. We try to achieve this through our system of peer review, regional networks, our young people's panel, and moving forward, our parent panel.

As part of our social franchise we expect you to engage in learning and development that is beyond training others via the AET programme. That at the heart of your AET membership is a desire to further your own knowledge and that of the wider autism community.

5. Environmental Sustainability

The AET believes that it is important to develop business strategies that ensure the work undertaken throughout the AET social franchise is environmentally sustainable. The definition of sustainability is:

'The quality of not being harmful to the environment or depleting natural resources, and thereby supporting long-term ecological balance' (GreenEarth, 2018).

The AET believe that sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. Environmentally sustainable business strategies fundamentally help an enterprise make decisions that have a positive impact on the environment. Encouraging and empowering AET team members and social franchise partners to be 'green' will enable the identification and implementation of specific solutions to help the AET operate in a more environmentally sustainable fashion.

2.2 AET Vision, Mission and Strategic Outcomes

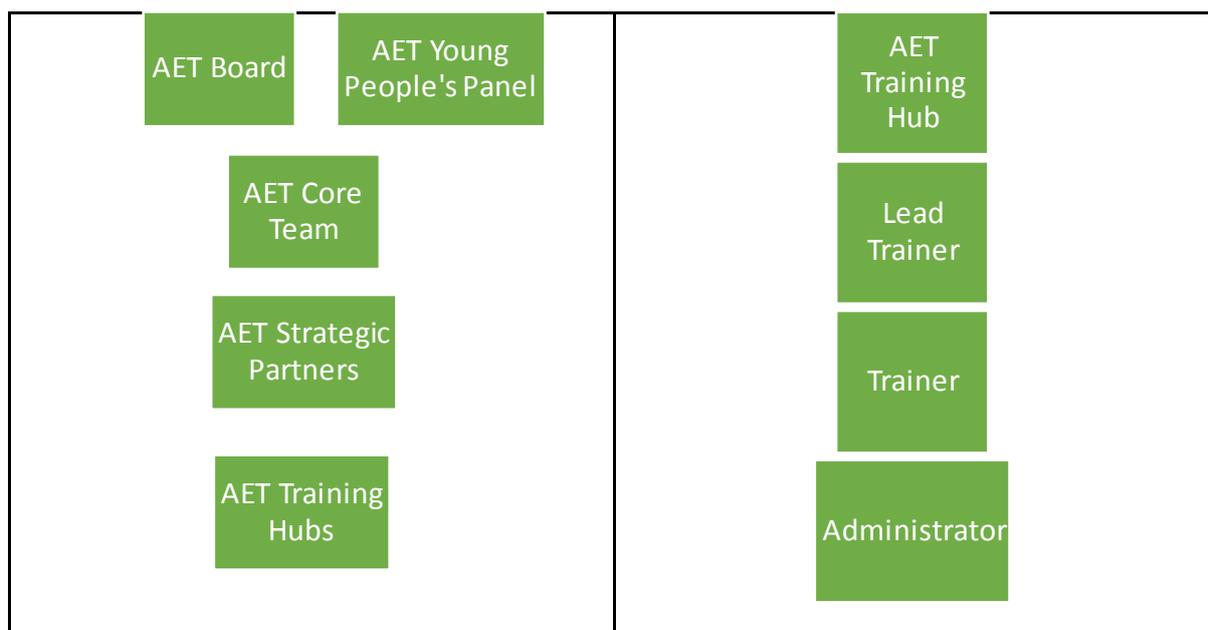
Vision - The AET has a vision that all autistic children and young people will have equal opportunity to experience a positive education that empowers them to achieve their ambitions.

Mission - To achieve this the AET have set out a mission that aims to provide professional development, resources, and opportunities that support services and staff in securing positive experiences and outcomes for autistic children and young people.

Strategic Outcomes - The AET aims to achieve the following strategic outcomes:

- The number of educational professionals who state that they can confidently support an autistic child or young person will have increased.
- The proportion of autistic children and young people who experience exclusion will have reduced.
- The proportion of autistic children and young people who attain in mainstream settings will have increased.
- The proportion of autistic children and young people who move on to positive destinations after school and/or college will have increased.

2.3 Governance Structure



AET Board

The Programme Board membership reflects a rounded perspective from across the autism and education communities including autistic people and their parents that are focused on the strategic aims of the AET.

AET Young People’s Panel (YPP)

The AET Young People’s Panel are an active group of 12 autistic young people aged 17 to 25 who have a wide range of experience of autism and how it impacts upon daily life and education.

AET Core Team

The AET core team is comprised of 6 roles spanning leadership, contract management, business development, marketing, finance and content knowledge. As a group the AET core team have extensive knowledge and experience of working effectively together to meet the strategic and operational AET aims and objectives.

AET Strategic Partners

Strategic Partners are active AET partners that have expertise in education and autism communities that support and enhance AET business on a regional footprint.

AET Training hubs

AET Training Hubs deliver the programme in ‘territories’ as described in their licence. It is they who engage with AET delegates and therefore have a critical role in ensuring that the programme is delivered to a high standard, satisfies customer requirements, and protects AET reputation and brand.

Lead Trainers

Lead trainers are individuals that have extensive knowledge and experience in the autism world and education. They ensure the AET programme is implemented and managed effectively across their territory.

Trainers

Trainers are individuals that are familiar with delivering training, have experience working with autistic children and young people, and have a good understanding of autism education practice.

Administrators

Administrators are individuals who have the skills to support training hubs with all administrative aspects of training programme delivery.

2.4 Monitoring and Reporting Cycle

The table below outlines the key meetings and activities that provide the quality assurance reporting mechanisms. A description of the purpose of each meeting/activity is then briefly summarised.

Annually	Quarterly	3 times a year	Twice a year	Monthly
AET Conference	AET Board Meetings	Strategic Partner meetings	Hub recruitment and induction	Hubs report training numbers
AET independent evaluation	AET Young People’s Panel	Regional network meetings	Strategic Partner and Training Hub contract reviews	
AET Trainers Peer Review	DfE Contract Review			

AET Conference

The AET annual conference is the one time in the year that the whole AET network has an opportunity to come together to celebrate the year’s successes and learn from each other.

AET Independent Evaluation

The purpose of the AET independent evaluation is to measure the progress the AET has made in achieving its strategic outcomes.

AET Trainer’s Peer Review

Learning from each other is one of the core values of the AET. Every trainer is responsible for giving and receiving feedback by being observed and observing a fellow trainer at least once a year. The AET peer review observation form supports trainers to provide constructive feedback. Peer review is described in more detail later in the policy.

AET Board Meetings

The purpose of the AET Board meetings is to provide a reporting mechanism for the overall quality assurance and performance management of the AET. It is also where decisions about the strategic direction of the AET are made.

AET Young People’s Panel

The Young People’s Panel ensures that the key issues that are important to autistic young people remain at the heart of the AET programme and are reflected in the AET materials and the work we do.

Department for Education (DfE) Contract Review

A large proportion of the money that funds the AET core activities comes from the DfE in the form of an outcomes based contract. Every quarter at the contract review meeting with the DfE, the AET

must provide evidence that all the agreed outcomes and targets for the quarter have been met. Only then does the AET receive payment.

Strategic Partner Meetings

The purpose of the strategic partner meetings is to share information about and gain input into future strategy and business planning. It is also an opportunity to review and reflect on operational challenges and opportunities across the AET network.

Regional Network Meetings

The regional network meetings provide an opportunity for all the AET training hubs in a region to come together. The AET programme manager reports on the performance of the region and shares updates from the AET core team. The regional network meetings are also an opportunity for trainers to engage in CPD sessions.

Hub Recruitment and Induction

The AET hub recruitment process includes analysing the vacancies in the regions, seeking and developing partnerships to attract new training hubs, assessing submitted applicants through our internal processes, and, once approved, welcoming the new hub and integrating them into the AET community. This begins with the AET induction.

The purpose of the hub induction is to ensure that all new hubs are confident to –

- Develop and start implementing their strategic and operational delivery plan for the roll out of the AET training across their territory.
- Begin delivering the AET training within term 1 of the contract start date.
- Start using the AET website and AET processes.

Strategic Partner and Training Hub Contract Reviews

The AET programme managers conduct two contract reviews a year with every hub. The purpose is to review the hub's performance and discuss any support the hub needs.

Hub's Report Training Numbers

All training hubs must report their training numbers on a monthly basis. Training numbers is one of the key DfE targets and the AET must provide evidence of how many people the AET network has trained.

3. Quality Assurance Policy Objectives

The AET quality assurance policy has seven objectives that can be grouped into four clear areas:

AET Social Franchise

1. The core values of the AET social franchise are replicated in the AET work that our training hubs and strategic partners do.

AET Strategic Outcomes

2. The AET understands what progress has been made annually towards achieving the AET strategic outcomes.

Products and Customer Service

3. The AET training materials and other resources are based on evidence and research and keep the voice of autistic children and young people at their heart.
4. The AET systems, processes, website, training materials and other resources are customer focused and user friendly.

Performance Management

5. The AET training hubs meet their annual training targets set out in their licence agreements.
6. AET trainers achieve 85% delegate satisfaction for their training events.
7. The AET core team meet their annual business development targets set out in the relevant AET Strategy and Business Plans.

3.1 Social Franchise

The core values of the AET social franchise are replicated in the AET work that our training hubs and strategic partners do.

The AET embeds the values that frame the social franchise in four key ways:



3.1.1 Recruitment of strategic partners, training hubs and trainers

Strategic Partners

Criteria to be a Strategic Partner and strategic partner duties are determined by the AET Board and described in appendix one. Applications to be a strategic partner will be considered and approved by the AET core team. The application requires strategic partners to demonstrate how they have upheld the values of the AET Social Franchise as a training hub and how they will support other training hubs in the region to do the same.

Licence agreements for strategic partners are issued annually from 1st April – 31st March.

Hubs, Lead Trainers and Trainers

Criteria to be a hub, lead trainer and trainer are determined by the AET Board and described in appendix two.

Applications to be a hub are considered and approved by the AET core team. If the AET core team is in disagreement the hub application is forwarded to the AET Board for approval. The application requires Training Hubs to demonstrate how they will uphold the values of the AET Social Franchise.

Training hubs can begin their licence at the beginning of any month in the year. Licence agreements are issued either annually or for a period of three years from this date. For the latter, payment can be annual or in one lump sum. Virtual new training partner induction takes place at the start of the licence period. This consists of three two hour virtual sessions to ensure that they are fully briefed and confident in the planning and delivery of the training programme.

3.1.2 Induction and follow-up training

The induction process and content for new hubs are determined by the AET Core Team and is described in appendix three.

Strategic partners are expected to mentor new hubs during their first year. Mentoring involves sharing your knowledge, skills, and experience to support, assist, and guide the hub to progress. It is a relationship designed to build confidence and support the hubs development to work effectively to

achieve the AET training programme standards. Typically the mentor and mentee make contact at designated times and places to discuss issues; identify solutions and review progress. The strategic partner is required to offer a minimum of 4 hours per year to the new hubs in their region. It is for the strategic partner to instigate these mentoring sessions. This contact can be via phone, video calling or face-to-face. The AET expect the strategic partner to have agreed and held their first mentoring session with the new hub 4 – 6 weeks after the hub induction.

All training hubs are expected to complete a Delivery Plan (see appendix four) during their induction. Progress on the delivery plan might be part of the mentoring sessions. Progress on the delivery plan will be reviewed by the AET Programme Managers at the bi-annual contract review meetings.

Refresher training on the AET modules is available to all hubs via their strategic partner and at an additional cost to the hub. CPD sessions are available via the Regional Network Meetings.

3.1.3 Peer observations

Lead trainers assume responsibility for ensuring all trainers meet AET criteria and for maintaining effective internal quality assurance processes. It is therefore the responsibility of lead trainers to embed a culture of peer review. This involves ensuring that their trainers observe and are observed by a peer trainer on an annual basis. Observers should complete the AET observation form in appendix five and the completed forms should be shared with the AET Programme Manager during the contract review meetings. Lead trainers must observe and be observed by a lead trainer from another hub. Again, observers must complete the AET observation form and the completed form should be shared with the AET Programme Manager. It is the job of the Programme Manager to identify any CPD themes, address these where possible through Regional Network Meetings and report them annually to the AET Director and AET Board.

3.1.4 Feedback loop

All training hubs and strategic partners are expected to report their training numbers on a monthly basis via the AET website. AET Programme Managers monitor the numbers reported by training hubs and address any issues (such as hubs not achieving their targets) in the bi-annual contract review meetings.

All training hubs are expected to complete the self-report questionnaire in appendix six in preparation for their contract review meetings with the AET programme manager. The self-report focuses on progress on the delivery plan, the degree to which targets set out in the licence agreement have been met, feedback from the peer observations and feedback from delegates who have completed the training.

At the Regional Meetings the AET programme managers will feedback on the performance of hubs across the region and the performance of the region in comparison to all the regions across the country.

AET Programme Managers will undertake 360 Periodic Reviews. Bi-annually the programme manager for the North and the South will select a training hub or strategic partner (SP) at random and undertake a 360 periodic review. This is where the programme manager will look in detail at the hub's performance. It will include observing training, gaining feedback from organisations who have received the training, looking in detail at delegate feedback and peer review, if they are a hub – getting feedback from the SP, if they are an SP – getting feedback from some of their hubs.

3.2 Strategic Outcomes

The AET understands what progress has been made annually towards achieving the AET strategic outcomes.

The AET is independently evaluated annually. One of the aims of the annual evaluation is to measure progress against the AET Strategic Outcomes. Whilst the annual evaluation framework is tailored on a yearly basis to meet the specific annual requirements, the annual evaluation always collects and reports the following outcome data:

Strategic Outcome	Measure
The number of educational professionals who state that they can confidently support an autistic child or young person will have increased.	Annual survey of AET Training Delegates Annual survey of teachers using Teacher TAPP
The proportion of autistic children and young people who experience exclusion will have reduced.	Case Study data from Local Authorities that have a strategic approach to the AET programme: Number of autistic children excluded Number of exclusions prevented
The proportion of autistic children and young people who attain in mainstream settings will have increased.	Case Study data on attainment from schools or colleges that have embedded the AET standards & competencies.
The proportion of autistic children and young people who move on to positive destinations after school and/or college will have increased.	Case Study data from AET post 16 hubs that collect data on the destination of school leavers.

3.3 Products and Customer Service

The AET training materials and other resources are based on evidence and research and keep the voice of autistic children and young people at their heart.

Periodically and not less than every ten years, AET will commission an update to its 'Good Autism Practice' research to underpin programme content.

Training materials and other resources will be reviewed and updated on a risk basis but not less than every five years.

The process of overview, review and updating will be led by the AET Content and Programme Manager and will include:

- Reflection on current research
- Consultation with partners and wider stakeholders
- Themes arising from QA processes
- An analysis of the wider policy and good practice environment
- Feedback from end users (settings and practitioners)

Content and materials maintenance, review and update will be supported by the AET YPP.

The AET systems, processes, website, training materials and other resources are customer focused and user friendly.

The AET achieves this aim by:

- Developing new systems, processes, website updates, training materials and other resources in consultation with those who will be using them.
- Testing new systems, processes and products with end users before ‘making them live’.
- Responding to customer feedback gathered by the annual AET customer survey.

3.4 Performance Management

The AET training hubs meet their annual training targets set out in their licence agreements.

All training hubs and strategic partners are expected to report their training numbers on a monthly basis via the AET website. AET Programme Managers monitor the numbers reported by training hubs and address any issues (such as hubs not achieving their targets) in the bi-annual contract review meetings.

AET trainers achieve 85% delegate satisfaction for their training events.

It is the responsibility of all trainers to ask delegates to complete the delegate feedback at the end of their training sessions.

Delegate feedback is collected via the AET website, which forms an important platform for this function and we ask all hubs to make full use of this functionality. However, we would like to note that this feedback function will be updated shortly.

The AET core team meet their annual business development targets set out in the AET Strategy and Business Plan.

The AET core team is responsible for quarterly reports to the AET board and the AET Young People’s Panel. The reports cover progress on the objectives in the AET strategy that aim to achieve the strategic outcomes. The output data the core team report to the board is outlined below:

Strategic outcomes, associated objectives and output measures for Board Reports

Strategic Outcomes	Objectives	Output Measure
The number of educational professionals who state that they can confidently support an autistic child or young person will have increased.	Increase the number of educational professionals across England trained via the AET programme	Training numbers reported by each hub
	Increase the use of the AET programme within initial teacher training (ITT) courses.	Hub coverage reported by AET programme managers
	Increase the number of local authority areas that have an AET training hub for each phase	Hub coverage reported by AET programme managers
	Decrease the AET dependence on DfE funding to ensure long-term sustainability.	AET Finance Report AET Business Plan

The proportion of autistic children and young people who experience exclusion will have reduced.	Increase the number of educational professionals and parents who are informed about both the law in relation to exclusions; and good practice in avoiding exclusions by: <ul style="list-style-type: none"> ➤ Increasing the number of downloads of the AET exclusions resources ➤ Increasing the number of parents and professionals attending 'exclusion workshops' 	Number of downloads Number of parents & professionals attending workshops reported by the NAS Exclusions service
	Increase the number of LAs that take a strategic approach to embedding the AET programme locally.	Hub coverage reported by AET programme managers
The proportion of autistic children and young people who attain within mainstream settings will have increased.	Increase the number of downloads of the AET Good Practice Guide, standards and competency frameworks	Number of downloads
	Increase the number of leaders undertaking the leadership modules	Training numbers reported by each hub
	Increase the number of mainstream settings with a culture of embracing neurodiversity.	Annual survey on the use of the AET standards and competency frameworks
	Increase the use of the AET progression framework to measure attainment.	Use of the online tracking tool reported by Show Progress
The proportion of autistic children and young people who move on to positive destinations after school and/or college will have increased.	Increase the number of AET trained educational professionals in post 16 settings.	Training numbers reported by each hub
	Increase the number of post 16 hubs	Hub coverage reported by AET programme managers
	Increase the accessibility of post 16 training to settings linked to positive destinations such as apprenticeship schemes, job centres, etc.	Number of clicks on AET post 16 digital learning

4. Links to Other Policies and Procedures

AET training hubs and strategic partners must be familiar with and adhere to the AET Brand Bible and Social Media Guidelines in appendix seven.

The AET is not a legal entity but a social franchise. This means that AET trainers, administrators, training hubs and strategic partners must adhere to their own range of organisational policies and procedures. The AET core team are employees of the National Autistic Society (NAS) and hence must adhere to the NAS organisational policies and procedures.

5. What happens when there is evidence that a trainer, training hub or strategic partner is underperforming?

It is important that each AET training hub is able to contribute effectively in line with the quality assurance policy to the required standard of competence. This section sets out the framework by which individuals' and hubs' underperformance will be managed within the training hub and the responsibilities of those involved in this process.

If a trainer is consistently not getting 85% satisfaction for their training events, the lead trainer of their training hub will;

- Offer supervision to discuss possible issues and identify solutions.
- Hold AET trainer meetings to discuss performance and possible issues as a team.
- Offer shadowing opportunities with a confident AET trainer within the hub.
- Consider whether the trainer should continue as an AET trainer.

If a training hub is consistently not meeting their targets outlined in their licence agreement, the AET programme manager will work with the strategic partner to:

- Offer extra mentoring sessions, at an additional cost to the hub.
- Offer the lead trainer from the hub shadowing sessions at training delivered by the strategic partner.
- Offer the training hub AET refresher training, at an additional cost to the hub.

If still consistently underperforming the AET core team will consider whether the hub should continue as an AET training hub.

September 2020

Autism Education Trust

Appendix One: Strategic Partners Eligibility Criteria, Role and Responsibilities

Eligibility Criteria

- Strategic Partners must meet the requirements to be an AET hub and be an active hub for the phase/s for which they are to perform the role of Strategic Partner.
- At least one year's experience of being a Hub before entering into a Strategic Partner role. Where there is no application from a Hub with such experience, the AET core team will make a determination.

Roles and Responsibilities

- Actively promoting the availability of 'hub' licenses within the region and supporting AET staff in the identification, engagement and recruitment of prospective hubs.
- Coordinating regional response to requests for support/training from settings in territories that do not have a hub.
- Coordinating regional activity to ensure that open training sessions are available to fulfil practitioner need and to maintain the reputation of AET.
- Drawing to the attention of AET staff any activity in the region which is believed to present a risk to AET strategy or reputation.
- Mentoring new hubs in their first year.
- **Co-Facilitating** three *regional network meetings* per annum for hubs.

For Additional Payment

- Deliver training at inductions
- If requested by the AET core team, undertaking quality assurance 'observation' of hub training delivery **for underperforming hubs or lead trainers.**
- Providing *refresher training* for hub trainers.
- Providing additional mentoring sessions

Appendix Two: Training Hub, Lead Trainer and Trainer Eligibility Criteria, Role and responsibilities

1 Hub Criteria

- 1.1 A legally constituted body able to enter into a contract with AET (NAS)
- 1.2 Have a mission/purpose and values that align with those of AET
- 1.3 Must commit to complying with AET policy, systems and processes
- 1.4 Must demonstrate the capacity and capability to deliver the programme across the territory and to the necessary standards.
- 1.5 Must identify a lead trainer who meets the criteria below.

2 Lead Trainer Role

- 2.1 The Lead Trainer is responsible for ensuring that the Programme is delivered by their Hub and trainers in a manner that is consistent with AET values, principles and policy.
- 2.2 Lead trainers will ensure that all trainers delivering the Programme meet the criteria described in '4' below.
- 2.3 Lead Trainers will undertake internal QA processes to ensure good standards.

3 Lead Trainer Criteria

3.1 Early Years programme

3.1.1 Qualification: Professional Qualification in Education E.g. Teacher or Educational Psychologist (EP) or Early Years Professional Status or Qualified Teacher Status, or qualified Speech and Language Therapist. Or substantial equivalent experience

3.1.2 Experience:

- Minimum 5 years' experience of working with children with autism
- Significant experience of delivering training
- Have delivered the training themselves before managing delivery of trainers.

3.1.3 Knowledge, Skills & Qualities:

- As trainer below
- Regulatory context
- Good practice in training delivery and ability to evaluate training relative to good practice
- Ability to support and performance manage other trainers
- Commitment to supporting AET programme quality, development and wider good practice initiatives.

3.2 School Programme

3.2.1 Qualification: Professional Qualification in Education E.g. Teacher or Educational Psychologist (EP)

3.2.2 Experience:

- Minimum 5 years' experience of working with children with autism
- Significant experience of delivering training
- Have delivered the training themselves before managing delivery of trainers.

3.2.3 Knowledge, Skills & Qualities:

- As trainer below
- Regulatory context
- Good practice in training delivery and ability to evaluate training relative to good practice
- Ability to support and performance manage other trainers
- Commitment to supporting AET programme quality, development and wider good practice initiatives.

3.3 Post 16 Programme

3.3.1 Qualification: Professional qualification in education and/or associated discipline. Or substantial equivalent experience

3.3.2 Experience

- Minimum 2 years' experience of working with autistic people
- Significant experience of delivering training
- Have delivered the training themselves before managing delivery of trainers.

3.3.3 Knowledge, Skills & Qualities:

- As trainer below
- Regulatory context
- Good practice in training delivery and ability to evaluate training relative to good practice
- Ability to support and performance manage other trainers
- Commitment to supporting AET programme quality, development and wider good practice initiatives.

4 Trainer Criteria

4.1 Early Years Programme

4.1.1 Qualification: No requirement.

4.1.2 Experience:

- Minimum 2 years' experience of working with autistic children
- Some experience of having delivered training

4.1.3 Knowledge, Skills & Qualities:

- Good autism education practice
- Ability to deliver training in an informed, confident and engaging manner
- Readiness to understand the depth and range of AET resources
- Confident to respond to delegate questions and challenges
- Commitment to high quality
- Ability to use ICT equipment
- Alignment to AET Values, Vision, Mission and Policies

4.2 School Programme

4.2.1 Qualification: No requirement.

4.2.2 Experience:

- Minimum 2 years' experience of working with autistic children
- Some experience of having delivered training

4.2.3 Knowledge, Skills & Qualities:

- Good autism education practice
- Ability to deliver training in an informed, confident and engaging manner
- Readiness to understand the depth and range of AET resources
- Confident to respond to delegate questions and challenges
- Commitment to high quality
- Ability to use ICT equipment
- Alignment to AET Values, Vision, Mission and Policies
- Quality Assurance Policy December 2018

4.3 Post 16 Programme

4.3.1 Qualification: No requirement.

4.3.2 Experience:

- Minimum 2 years' experience of working with autistic people
- Some experience of having delivered training

4.3.3 Knowledge, Skills & Qualities:

- Good autism education practice
- Ability to deliver training in an informed, confident and engaging manner
- Readiness to understand the depth and range of AET resources
- Confident to respond to delegate questions and challenges
- Commitment to high quality
- Ability to use ICT equipment
- Alignment to AET Values, Vision, Mission and Policies

Appendix Three: Hub Induction Framework

1 Contextual Information

- 1.1 New AET Hubs can commence at the beginning of any month across the year, it is their choice. Their licence term will run for either one or three years from this start date.
- 1.2 AET staff will arrange 'Virtual' induction sessions at the start of the new hubs licence period. This is to meet the needs of the hubs and to secure greatest efficiency.
- 1.3 Induction programmes will be delivered by AET staff, supported by Strategic Partners and national trainers.
- 1.4 Consistent with their responsibility for overseeing the quality of programme delivery within their hub 'territory', new hub lead trainers must attend the full induction programme. A new hub may also include a further two trainers for the phase/s for which they hold a licence and their administrator.

2 The Induction Programme

- 2.1 The Induction consists of three two hour virtual sessions to ensure that the hubs are fully briefed and confident in the planning and delivery of the training programme.
 - a. Those attending are expected to complete the preparation activities for each induction session as detailed in the AET Handbook
 - b. Session One content to include:
 - Welcome and introduction to the Core AET team
 - Information about the AET social franchise
 - AET 'big picture' overview
 - Hub operating Models
- 2.4 Session Two content to include: Learning in phase specific groups: EYs, Schools, Post 16:
 - General overview of using the training materials and other resources
 - Brief overview of other training modules
 - A question and answer session
 - Next steps planning
- 2.5 Sessions three content to include:
 - Discussion on managing your AET hub including the administration aspects of this
 - Information on the key AET policies
 - Support around your delivery plan and measuring impact
 - Setting out your contractual requirements for example targets
 - Support around promoting your hub and branding guidelines

3 AET Handbook

3.1 The AET Handbook contains support for the new training hub's journey over time. It describes the preparation activities required for induction and the activities that take place following the induction. All new training hubs are asked to use the AET Handbook and complete the preparation activities prior to attending the induction to get the most out of each induction session and also their journey beyond this.

Overall Annual Aspirations; What is your overall vision for your training hub development this year and beyond? How will you extend reach and impact across your territory?

--	--	--	--

Annual objectives (including license agreement expectations e.g. delivery targets)	Actions to meet objectives and who is responsible for each action	Time scales	Progress (update prior to each meeting with Programme Manager)

Appendix Five: Peer Review Observation Form

QUALITY OF DELIVERY				
Quality Theme	Excellent (4)	Good (3)	Satisfactory (2)	Poor (1)
Introduction to the programme and session	Trainer provides excellent introduction to AET programme and the session to include clarifying learning outcomes	Trainer provides good introduction to AET programme and the session to include clarifying learning outcomes	Trainer provides satisfactory introduction to AET programme and the session to include clarifying learning outcomes	Trainer provides poor introduction to AET programme and the session to include clarifying learning outcomes
Expertise in autism practice	Trainer showed high level of subject expertise. Up to date in knowledge of autism	Trainer demonstrated good, up to date knowledge of autism	Trainer demonstrated an adequate knowledge of autism	Trainer displayed a confused or inadequate grasp of some aspects of autism
Use of training materials	Excellent use of materials to include very good tailoring to specific audience	Good use of materials to include good tailoring to specific audience	satisfactory use of materials to include some tailoring to specific audience	Poor use of materials to include little or no tailoring to specific audience
Use of case studies and examples	Very effective use of case studies / examples to highlight or explain theories and practice	Case studies/ examples used successfully to illustrate theories or practice	Appropriate use of case studies/ examples	There were missed opportunities to use the case studies/ examples to illustrate key concepts and theories
Conveying key messages for each of the four AET themes	Key messages for each theme and theories were identified and reinforced very well	Key messages for each theme and theories were identified and reinforced	Some Key messages and theories were not always identified or reinforced clearly	There were missed opportunities to identify and reinforce Key messages and theories
Explaining key concepts	Excellent explanations of ideas and concepts	Ideas and concepts explained effectively	Key concepts and theories were explained to an acceptable level	Key concepts and theories were not always explained clearly
Engagement with delegates	Participation and interaction were positively encouraged and active engagement and participation achieved throughout	Participation and interaction were encouraged and good engagement and participation evident within the session	Engagement encouraged and some opportunities were provided for participants to ask questions and discuss concerns	Inadequate opportunity and encouragement to participate provided for participants to ask questions and discuss concerns

Pace of Delivery	Inspirational with a appropriate pace leading to thorough coverage of course objectives whilst meeting participants' needs	Good pace with effective coverage of course objectives whilst meeting most participants' needs	Overall the pace of the session enabled effective coverage of course objectives	The course lacked pace and learners lost interest and concentration at some points
Session structure	Course very well structured and activities well timed to maintain interest. There was an excellent balance between providing information, activities, discussions, and videos	Course well-structured and most activities well timed. There was a good balance between providing information, activities, discussions, and videos	Course structure was satisfactory. Some activities were not well timed	Insufficient range of activities or not well timed
Personalisation	The trainer identified participants' individual needs and training was very well tailored to meet the specific needs of the participants	The trainer identified participants' individual needs and differentiated teaching materials	Some differentiation of teaching was observed	Individual support for participants was limited
Delegate engagement	Delegates highly engaged and interactive	Delegates well engaged and interactive	Delegates adequately engaged and interactive	Delegates not very engaged or interactive

Appendix Six: Training Hub Self-Report

Please provide an update prior to each twice yearly licence agreement discussion with your Programme Manager		
Area	Visit 1; date	Visit 2; date
<p>AET Social Franchise</p> <ul style="list-style-type: none"> • Describe what activities you have undertaken to promote the core values of the AET social franchise: ➤ Autism is a difference not a deficit ➤ Person centred Good Autism Practice ➤ Creating accessible and inclusive environments ➤ Working and learning together in partnership ➤ Environmental sustainability 		
<p>Delivery Plan</p> <ul style="list-style-type: none"> • What progress has been made? • What challenges are you experiencing? • What solutions are you trying? • What further support do you need? 		
<p>Training Number Targets</p> <ul style="list-style-type: none"> • How many people have you trained for each module and phase? • Have you met your training number targets outlined in your licence agreement for each phase and module? 		

<p>Online delegate feedback:</p> <ul style="list-style-type: none"> • Are you and your trainers consistently achieving 85% satisfaction for your training events? • Does your analysis of the delegate feedback highlight any themes? • What are your views on this? <p>Peer Review</p> <ul style="list-style-type: none"> • What peer review observations have taken place? • Does your analysis of the observation feedback forms highlight any themes? • What are your views on this? 		
<p>AET Regional Meetings:</p> <ul style="list-style-type: none"> • What regional meetings has a representative of your hub attended? • What has been the impact of these? 		
<p>Any other points for discussion</p>		



Appendix Seven: AET Brand Bible and Social Media Guidelines

The Brand Bible and Social Media Guidelines are available on the Marketing Toolkit on the AET website.