MCAST

MQF/EQF Level 6

CS6-03-21
CS6-03-21G

Bachelor of Arts (Honours) in Inclusive Education

Course Specification

Course Description

This programme of studies focuses on how educational institutions in general, and the classroom settings specifically, can become more inclusive to cater for different individual needs. The learners tackle a variety of study units aimed at identifying what barriers exist which may be preventing learners from accessing quality education. The study units also explore innovative techniques of how these barriers can be overcome so that all learners feel valued during compulsory schooling years. This course includes work placement opportunities held once every year aimed at observing good practices in educational settings and developing a mindset of promoting inclusive communities that celebrate diversity and cater for the diverse needs of different groups of learners. The course subjects include child development including main early years theories as well different aspects of learning to allow learners to integrate learning for a cross curricular pedagogy.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

1. *Understand diverse educational needs to address the realistic experiences of different individuals.*
2. *Investigate different challenges in providing inclusive educational support for individual needs.*
3. *Apply and implement an inclusive approach based on sociological, philosophical and psychological understanding of an inclusive educational environment.*
4. *Be confident in using research tools and effective writing techniques that can be specifically applied in the inclusive education domain.*

Entry Requirements

MCAST Advanced Diploma in Children's Care, Learning and Development

OR

MCAST Advanced Diploma in Health and Social Care

OR

2 A-Level passes and 2 I-Level passes

Compulsory: One A-Level and one I-Level from Mathematics, English, Maltese, Philosophy, Sociology, Psychology

Key Information

Awarding Body – MCAST

Accreditation Status – Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor[23]/Bachelor (Hons.)[24] First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme[25]	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme[26]	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme[27]	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme[28]	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme[29]	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 4500 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 3 Years

Target audience for MCAST full-time courses is 16 to 65+

The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus
Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts
Mosta Campus
Misraħ Għonoq Tarġa Gap,
Mosta

Institute of Applied Sciences,
Centre of Agriculture, Aquatics and Animal Sciences,
Luqa Road, Qormi

Gozo Campus
J.F. De Chambray Street
MCAST, Għajnsielem
Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours).

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link https://www.mcast.edu.mt/college-documents/

The Programme Regulations referenced below apply. (DOC 005 available at: link https://www.mcast.edu.mt/college-documents/)

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 – 10 hrs	25 hrs	20-15 hrs*
2	10 – 20 hrs	50 hrs	40-30 hrs*
3	15 – 30 hrs	75 hrs	60-45 hrs*
4	20 – 40 hrs	100 hrs	80-60 hrs*
6	30 – 60 hrs	150 Hrs	120-90 hrs*
9	45 – 90 hrs	225 hrs	180-135 hrs*
12	60 – 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus

assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:
A* (90-100)
A (80-89)
B (70-79)
C (60-69)
D (50-59)
Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 005 available at: link https://www.mcast.edu.mt/college-documents/

Intake Dates

•MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
•Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
•For exact dates re calls for applications please follow this link
https://www.mcast.edu.mt/online-applications-2/

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation though an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and joint the course applied for. For further information re study-visa please access https://www.identitymalta.com/unit/central-visa-unit/.

For access to instructions on how to apply online please visit https://www.mcast.edu.mt/online-applications-2/

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance
 Tel: 2398 7135/6
 Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CSIED-503-2101	Child and Adolescent Development	3	1	1
CSIED-503-2102	Psychology of Learning	3	1	1
CSIED-506-2103	The Philosophy and Sociology of Inclusive Education	6	1	2
CSIED-506-2104	Interpersonal and Intrapersonal Skills	6	1	1
CSIED-503-1605	Addressing Diverse Individual Needs	3	1	1
CSIED-503-1606	Supporting Students with ADHD	3	1	1
CSIED-503-2105	Health and Safety Issues in the Classroom for an Inclusive Setting	3	1	1
CSRSH-503-2004	Research Methods in Inclusive Education	3	1	Yearly
CSPRJ-503-2015	Research Project in Inclusive Education	3	2	Yearly
CSIED-503-2106	Supporting Students with Autism Spectrum Disorder	3	1	2
CSIED-503-2107	Supporting Students with SEBD and Oppositional Defiance	3	1	2
CSIED-503-2108	Formulating and Applying IEPs to Diverse Inclusive Education Needs	3	1	2
CSIED-509-1611	Practice Placement-Primary School Settings	9	1	2
CDKSK-503-1619	Key Skills English Intermediate	3	1	1
CDKSK-503-1620	Key Skills Maltese Intermediate	3	1	1
CDKSK-503-1621	Key Skills Mathematics Intermediate	3	1	1
CSIED-503-2109	Effective Adaptations of Teaching Strategies & Resources	3	3	
CSIED-503-2110	Supporting Students with Communication Difficulties	3	2	2
CSIED-503-2111	Supporting Students with Mental Health Difficulties	3	2	1
CSIED-503-1616	Supporting Students with Intellectual Impairment	3	2	1
CSIED-506-2112	Supporting Students with Multiple Disabilities	6	2	1
CSIED-509-1618	Practice Placement-Secondary School Settings	9	2	2
CSIED-503-2113	Addressing Support Skills	3	2	2
CSIED-503-1620	Challenges of Maltese Literacy in the Classroom	3	2	1
CSIED-503-2114	Challenges of English Literacy in the Classroom	3	2	1

CSIED-503-1622	Challenges of Numeracy in the Classroom	3	2	1
CSHSC-506-2022	Developing Emotional Intelligence	6	2	2
CDKSK-604-1909	Entrepreneurship	4	2	2
CDKSK-602-2105	Community Social Responsibility	2	2	2
CDKSK-503-1622	Key Skills English Advanced	3	2	2
CDKSK-503-1623	Key Skills Maltese Advanced	3	2	2
CSIED-503-2115	Mathematics for LSEs	3	2	2
CSIED-603-2116	Integrating Technology in The Learning and Teaching Process	3	1	1
CSIED-603-2117	Sexuality and disability	3	3	1
CSIED-606-2118	Diversity and Multiculturalism	6	3	2
CSIED-606-2119	Schoolwide Inclusive Practices	6	3	2
CSIED-606-1804	Addressing the Gifted and Talented Learners	6	3	1
CSIED-603-2120	Mindfulness for Stress & Burnout Reduction	3	3	1
CSIED-606-2121	Spirituality and Emotional Literacy as Alternative Educational Interventions	6	3	2
CSIED-606-2122	Promoting Inclusion through the Expressive Arts	6	3	1
CSIED-609-2123	Practice Placement Specialised Educational Setting	9	3	2
CSDIS-612-1501	Dissertation	12	3	Yearly
Total ECTS		**180**	**/**	**/**

CSIED-503-2101: Child and Adolescent Development

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This study-unit takes students on the first part of the journey in lifespan development, focusing on child and adolescent psychology. It provides a general understanding of the current theoretical issues and research findings in child and adolescent psychology within a biopsychosocial perspective. Seminal theories will also be discussed.

The credit will seek to address the basic issues in the study of child and adolescent development. Students will be taken through the different stages of childhood and adolescence, mainly early years, primary and secondary school age. Different domains of development will be highlighted, including cognitive, social, sexual, emotional, and moral development.

The study unit will help learning support assistants become aware of the important and delicate processes involved in development. It will also help them to become sensitised as to how they can facilitate the healthy holistic development and learning processes of the students they support.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify and categorise developmental patterns applicable to different stages of childhood and adolescence.*
2. *Describe and be familiar with seminal and contemporary theories of child and adolescent development.*
3. *Comprehend the basic issues involved in developmental psychology and understand the manifestations of behaviour in different developmental domains.*
4. *Assess and evaluate how developmental theories of child and adolescence are applicable and can be transferred to beneficial learning within the inclusive education setting.*

CSIED-503-2102: Psychology of Learning

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit introduces students to the principles of learning. Relevant and different theoretical and empirical approaches within psychology of learning will be examined.

Human learning takes many forms and psychologists conceptualise and define learning differently. For psychologists, learning involves a change; this change is attributed to experience (Ormrod, 2004). 'Learning' is referred to the knowledge of human interaction with the environment to cause human behaviour. This unit will cover basic concepts and theoretical underpinnings of learning theory. Diverse theories of learning including behaviourist, cognitive, social views of learning will be explored. The students will be encouraged to take an eclectic perspective as different theories are applicable in different situations. Application of different theories within the classroom context will also be discussed. Learning style theories will also be addressed so as to be applied within the inclusive education context.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify and discuss the major historical perspectives associated with learning theory.*
2. *Describe and explain different theories of learning and their applicability in day-to-day practise within the educational context*
3. *Evaluate the similarities and differences of the presented theories for educational implications.*
4. *Analyse various theories within the psychology of learning so as to be able to transfer and apply this knowledge within the inclusive education in the classroom.*

CSIED-506-2103: The Philosophy and Sociology of Inclusive Education

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The philosophy and sociology of education encompasses notions concerning the aims, forms, methods, epistemology and experiences of the processes and perceptions of education. This unit is designed to give an overview to course participants on the Philosophical and Sociological nature of important educational issues especially those related to Inclusive Education. The real definition of an inclusive educational system will be explored also in light of important policies such as the NCF (2012) and the A Policy on Inclusive Education in Schools Route to Quality Inclusion (2019). The students will be given a general introduction to the history and different perspectives of Philosophy and Sociology to get a better understanding of the main debates in Inclusive Education. The unit will concentrate on the recent philosophical standing and sociological research on inclusive education, whilst demonstrating the challenges and also the benefits that such a system poses. The present situation will be analysed in the light of relevant literature and policy documents. The hands on experience of the course participants will be discussed and analysed with respect to the philosophical and sociological theories, different perspectives and current research.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify and discuss the philosophical nature of education especially related to inclusive education*
2. *Identify and discuss the sociological nature of education especially related to inclusive education.*
3. *Evaluate Maltese policies, studies and documents related to inclusive education.*
4. *Apply the philosophical and sociological theories and notions of inclusive education in practical situations at school.*

CSIED-506-2104: Interpersonal and Intrapersonal Skills

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The aim of this unit is to help students understand the importance of awareness in intrapersonal and interpersonal skills, and consequently processing and using these skills in their work settings, especially as encountering students brings the practitioners into contact with diverse emotional, relational, social and psychological issues.

Intrapersonal skills refer to understanding one's own being; one's values, strengths and limitations, feelings and motivations, and identifying and managing negative emotions. Intrapersonal skills help awareness thus supporting the ability to perceive, to feel, or to be conscious of events, narratives, thoughts, and emotions. Thus intrapersonal skills enhance the quality of phenomenological awareness, reflexivity and mindfulness. Discussion will encompass among others: personal traits; life narratives that hinder or support the professional field; support systems; burnout, anxiety and stress; fears; and unfinished business.

Interpersonal skills are life skills which are utilized in the daily interaction with others, in groups and multidisciplinary teams. They are concerned with the abilities in relating to others, including empathy, communication and listening skills, effective speaking and conversational skills, negotiating and mediating in difficult groups, using diplomacy in rapport with others, giving and receiving feedback, problem solving techniques, decision making processes, effective team working skills, ethical discourse and conflict resolution.

The above skills impact one's way of being and in turn, the relational contact with others in the workplace especially in humanistic fields such as the education domain.

The course will be partly delivered in lecturing format as well as through experiential activities which will help the participants explore the basic concepts and skills that enhance awareness and processing within oneself and interactions with others. Therefore, the participants will have the opportunity to reflect both on their own personal development and growth as well as being more effective practitioners within their professional field of inclusion. Diverse aspects encountered within an inclusive

education setting will be discussed and processed and case studies will be explored and evaluated.

Learning Outcomes

On completion of this unit the learner will be able to:

1. Understand **intrapersonal skills** that effect one's way of being.
2. Process and apply **intrapersonal skills** for personal growth.
3. Comprehend **interpersonal skills** that are necessary to have awareness, understanding and insight.
4. Process and apply **interpersonal skills to enhance** daily interactions with others especially the students, parents, colleagues and multi-disciplinary teams they encounter.
5. Evaluate case studies involving **interpersonal and intrapersonal skills.**

CSIED-503-1605: Addressing Diverse Individual Needs

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This study unit is concerned with equipping students with the knowledge, skills and competencies to become effectively responsive to the diverse individual needs present within the classroom. It provides an overall understanding of the current issues concerning the support provided to children and adolescents with diverse inclusive educational needs.

The course is designed to introduce course participants to various disabilities and conditions while guiding them through the knowledge of principles and practices of inclusive education. While the unit identifies the social construction, representation and interpretation of these forms of disabilities and conditions, it also explores the medical diagnoses, prognosis and functionality of individuals living with these impairments. Furthermore, when addressing the holistic inclusion of children and adolescents, the participants will be encouraged to focus on their abilities and strengths rather than their disabilities and limitations.

The study unit will be sub-divided into inter-linked thematic clusters, with each of these seeking to explore a particular theme within this wide-ranging field. This study-unit will serve as a platform for course participants to be exposed to a general overview regarding diverse individual needs, generic knowledge and exchange of learning experiences and ideas.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify and explore diverse individual needs focusing on knowledge, skills and competencies.*
2. *Understand and evaluate the relationship between diverse disabilities and conditions within the educational field.*
3. *Apply principles of Inclusive education to address the strengths and needs of students with diverse disabilities and conditions.*
4. *Explore the medical diagnoses, prognosis and educational and learning functionality of the students living with these impairments and conditions within an inclusive education setting.*

CSIED-503-1606: Supporting Students with ADHD

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is meant to give a comprehensive exploration regarding supporting students that have been diagnosed with ADHD. In this unit, the student will need to delve into the basics of Attention Deficit Hyperactive Disorder which are essential to understanding and supporting the student. Lectures will initially refer to the Educational and Medical Model of ADHD and understanding diverse issues related with this condition such as assessment, causes, medication, behavioural and social implications and positive characteristics. The course participant will then be guided to explore various supportive aspects as an educational practitioner working with ADHD students while supporting personal competencies of students with this condition.

Finally, the lectures will focus on a number of strategies for the course participants to support the parents of children with ADHD. The course will be delivered in lecturing format as well as through experiential discussions which will help the participants explore the basic concepts and skills imparted. Therefore, the participants will have the opportunity to enhance knowledge, reflect and explore the implementation of supportive aspects and competencies, to become more effective professionals when working with students diagnosed with ADHD.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Master the Educational and Medical definition of ADHD while identifying the main characteristics of the condition.*
2. *Understand several issues related with ADHD such as Assessment, Causes, Medication and Effects, Behavioural Issues, Social Implications, Positive Manifestations of ADHD.*
3. *Explore and identify supportive facets as a Professional working with ADHD students in inclusive schools as well as with parents of these students.*
4. *Analyse and examine personal competencies and strengths of students with ADHD for beneficial learning strategies and personal development.*
5. *Application of diverse skills and supportive learning facets to ADHD case studies.*

CSIED-503-2105: Health and Safety Issues in the Classroom for an Inclusive Setting

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This study unit aims to introduce learners to various health and safety issues in an inclusive educational system. An inclusive education system allows all students with special needs to have access to learning opportunities to achieve and pursue their educational programmes. Health and Safety is required for all stakeholders in the classroom to provide an adequate safe educational program for all with minimal or no disruption to education. Moreover, students will be encouraged to self-reflect and increase their awareness of various health and safety legislations, policies, procedures and issues, first aid treatment and medicines. This knowledge and reflective analysis will help to facilitate a healthy and safe environment in the class room for all learners.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand various health and safety legislations, policies and procedures including issues related to educational settings.*
2. *Evaluate health and safety risks, hazards and control measures found within the inclusive educational setting.*
3. *Understand and apply various first-aid skills to deal with emergency situations.*
4. *Analyse and reflect on the boundaries necessary when administering medicine /first aid within an inclusive educational context.*

CSRSH-503-2004: Research Methods in Inclusive Education

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit will allow the learner to find out different components of the research process. In the beginning, the learners will become familiar with different types of qualitative and quantitative research that can be used in inclusive education. In the second part of the unit, the learners will identify an area of interest and learn skills to fill out a research proposal that will be used for the research they will carry out in the second year of the course (refer to unit – Research Project in Inclusive Education). This unit gives the learners the foundations to enable them to reflect on practice in inclusive education and conduct research.

During the first semester, learners will be exposed to different research methods. Learners will gain skills such as searching for selecting relevant articles for research purposes, distinguishing between primary and secondary research, identifying specific research interests, carrying out small scale research projects, collecting and analysing data and results, bibliographical techniques and the use of databases for research. Learners will investigate ethical issues concerning research within the Inclusive Education practice.

In the second semester, learners will be able to formulate a research question, conduct a literature review, propose a methodology and apply ethical issues depending on their research to be able to build a comprehensive proposal required from MCAST Research Committee.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the various stages of the research process;*
2. *Understand the use of different research methods in Inclusive Education;*
3. *Choose an area of research in Inclusive Education;*
4. *Plan research in Inclusive Education.*

CSIED-503-2106: Supporting Students with Autism Spectrum Disorder

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit will give a working definition of Autism Spectrum Disorder and will present the strengths and needs of children and adolescents with ASD. Course participants will be exposed to the diverse facets, symptoms and manifestations of ASD including; persistent deficits: in social communication and social interaction across multiple contexts; in nonverbal communicative behaviours used for social interaction; in developing, maintaining, and understanding relationships, and in social-emotional reciprocity. Through this unit course participants shall be made aware of particular patterns of behaviour that can manifest traits of autism spectrum disorder, including stereotyped speech, rigid routines and diets as well as an insistence of ritualised behaviours.

This unit will also explore ideas on how educators working with children and adolescents with autism may support the individual needs according to the spectrum of the disorder. This unit places special focus on how who will be facilitating the learning process for children and adolescents with ASD, ought to support their learners in the different domains within the Individual Education Plan. The holistic care provision for children and adolescents with ASD within the school community will also be discussed. Further to this, issues of autonomy and independence of children and adolescents with ASD within the inclusive classroom setting shall also be explored.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Construct a working definition of autism spectrum disorder.*
2. *Understand the strengths and needs of a child and adolescent with ASD.*
3. *Demonstrate various strategies to support a child and adolescent with ASD in a holistic manner.*
4. *Understand the strategies used to support a child with ASD within the inclusive classroom setting.*

CSIED-503-2107: Supporting Students with SEBD and Oppositional Defiance

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit seeks to provide an understanding of social, emotional and behaviour disorders, which are usually present when students are challenging and disruptive within the classroom context. Students may exhibit diverse challenging behaviours including oppositional defiance (ODD) and professionals may find it harder to deal with this behaviour especially when this is manifested in front of other students. The role of an educator is to offer the necessary support to students who have difficulties to maintain attention or who are aggressive, withdrawn, impulsive, defiant or refusing to engage within the learning environment.

The aim of this unit is to help course participants to understand the causes of challenging behaviour in children and adolescents and how to help these students to be aware of their own behaviour. During these lectures course participants will also learn how to identify and use both prevention and intervention techniques in order to control such behaviour. This unit is aimed at providing course participants with SEBD case studies that encourage them to reflect on challenging behaviour and to discuss how these could be processed beneficially within the inclusive classroom setting. It is anticipated that course participants will also explore the consequences that such behaviour will have on the student him/herself and all those witnessing the behaviour.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Define and understand SEBD and ODD.*
2. *Understand the causes and effects of challenging behaviour within the SEBD and ODD spectrum.*
3. *Understand different approaches and effective techniques to tackle episodes of challenging behaviour and oppositional defiance.*
4. *Demonstrate strategies and interventions which help service-users who exhibit challenging episodes, so as to channel their behaviour into a positive manner within an inclusive classroom context.*

CSIED-503-2108: Formulating and Applying IEPs to Diverse Inclusive Education Needs

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit will focus on the formulation, implementation and application processes of the Individual Education Plan (IEP). It will look at the process of how an IEP is developed with special reference to the various writing stages and targets of student development prior to the writing of an IEP. It is necessary that the delivery of this unit focuses on specific conditions, disorders and impairments when writing an IEP. The unit will then propose models containing clearly outlined and explained programmes, and exploration how the IEP content can be delivered. In addition to the above, the IEP addresses the identification and writing of the learning outcomes as well as general and specific SMART goals which can empower relative independence for every student in an inclusive education context.

The unit will also identify strategies, including accommodations and modifications that will enable the students to adapt and modify the daily plans and lesson plans so that an effective IEP implementation process will take place.

The aim of this unit is to help course participants to understand the importance of constructing and updating an IEP. During these lectures course participants will also learn how to identify and use both the writing skills and their creativity to suggest possible action points that encourage their students to learn. This unit will focus on experiential methods of writing, implementing and updating an IEP which is specific to the case being discussed for the holistic growth of the student within an inclusive classroom setting.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Demonstrate the writing stages needed to develop an IEP containing set goals, learning outcomes and needs and strengths of the student.*
2. *Understand the most important concepts that are used to write an IEP with clear strategies, areas for future development and SMART goals.*
3. *Understand strategies, accommodations and modifications that will allow beneficial formulation, implementation and updating of an IEP.*
4. *Carry out daily lesson planning and adaptations that are relevant to the general and specific goals enlisted in the IEP.*

CSIED-509-1611: Practice Placement-Primary School Settings

Unit Level (MQF/EQF): 5

Credits: 9

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 225

Unit Description

This unit is intended to provide the participants with the opportunity to analyse, reflect and attain first-hand experience with students who require additional support in the inclusive primary classroom. Course participants will be required to develop professional attitudes, knowledge and skills on how to support kindergarten and primary school students assigned to their care in the classroom. Course participants will be assessed on their ability to understand the needs and difficulties of their students as well as on their ability to apply the necessary modifications to the learning content to make it realistically achievable for their students.

Participants are required to have a professional portfolio that serves as a showcase of their resources and material used to support the learning needs of their students. The professional portfolio ought to include general information regarding the school they would be placed in, the time-table and school calendar as well as their student's profile, schemes of work as provided by school teachers and their respective adaptations as necessary for the benefit of their students. A reflective journal is also required so as to develop a reflexive stance within their practice in the classroom setting.

The MAP, IEP, Psychological or Medical report or any other available reports issued by a professional person or entity that could be used to learn further about the nature of student's condition, are to be included. Course participants will be supervised and mentored by tutors and school staff members to use an array of strategies that are relevant for the child whom they would be assisting. Course participants will be expected to adhere to primary school policies and ethos as requested by senior management team, while developing collegiality as a sense of team effort and multi-disciplinary approach towards the ultimate goal of providing holistic support to students within the primary school setting.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand and identify the importance of compiling a professional portfolio that includes the material related to their practice placement and relevant information pertaining to the needs of the student they would be supporting.*
2. *Explore the strengths and needs of the child in their care and evaluate the reports issued regarding the nature of the student's condition/s to be able to assist the student.*
3. *Evaluate and implement strategies, accommodations and modifications that will allow the course participants to assist their students in their placement.*
4. *Analyse and direct course participants towards personal positioning in their practice placement within a primary school setting.*

CSIED-503-2109: Effective Adaptations of Teaching Strategies and Resources

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

The aim of this study-unit is to help learners approach learning from an inclusive and differentiated perspective. It enables learners to adapt their teaching to the strengths and needs of their students. Learners will be introduced to the main concepts of inclusive education and differentiated teaching. This includes the equal valuing of each student; the importance of an inclusive community and learning environment; the importance of a holistic approach to education; the understanding of students' strengths and needs and development of an Individual Educational Plan for a particular student; how to prepare and deliver differentiated learning content, process and product; how to evaluate the impact of teaching for an individual student. Learners will be expected to develop, implement and evaluate an IEP for a particular student in their class during their teaching practice.

This unit also entails the development of attitudes, knowledge and skills in: regarding all students as worthy learners; identifying the diversity of learners' background, characteristics, interests, learning profile, strengths and needs; and responding to them through differentiated teaching approaches and Individual Educational Plans (IEPs) where necessary in a real classroom context.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Demonstrate the relationship between educational theory and practice while planning instruction according to subject matter and curriculum and community goals.*
2. *Examine current curriculum theories, issues and trends as they relate to content, curriculum design and development.*
3. *Develop adapted lesson plans and apply curriculum mapping skills that will assist with meeting the academic and developmental standards to meet the needs of a diverse student population.*
4. *Examine instruction related to implementation of differentiated instruction to become familiar with how students differ in their approaches to learning and obtain knowledge about how to create instructional opportunities that are adapted to diverse learners.*

CSIED-503-2110: Supporting Students with Communication Difficulties

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit focuses on giving the student basic knowledge in the area of communication. Students are encouraged to reflect on the importance of communication for their daily lives in order to understand the importance of supporting communication in children who have difficulties with this. Students will be given information on how speech and language skills typically develop, the kinds of diagnoses including Autism Spectrum Disorder (ASD) which may be associated with communication disorders and how these disorders might be classified, and the strategies which may be used to support children with these difficulties. Information on Augmentative and Alternative Communication (AAC) is given in this unit. The different types of AAC, and the LSA's role within AAC is focussed on. AAC strategies for both receptive and expressive language are outlined.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the importance and process of communication and how this process can break down.*
2. *Identify when students have a communication difficulty and select appropriate strategies to support communication.*
3. *Use a basic knowledge of augmentative and alternative communication (AAC) to support students who have complex communication needs (CCN) with an inclusive educational setting.*
4. *Support the communication of children with Autistic Spectrum Disorder (ASD) using a range of strategies.*

CSIED-503-2111: Supporting Students with Mental Health Difficulties

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

The challenges faced by many children and youth and the role of education in supporting student wellbeing, places educators on the front lines of mental health. This course will provide an in-depth review of a broad spectrum of psychopathological conditions as defined in the DSM-V. The focus of this review will include the etiology, developmental trajectory, prevalence and incidence, signs and symptoms, co-morbidity with other disorders and issues related to diversity. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder (such as social responses to illness and the social organization of treatments), as well as reviewing empirically-supported best practices in treatment plans.

The course is intended to assist learning support assistants in furthering their understanding of the risk factors and warning signs of mental health, learn about a variety of mental health challenges which are common among children and adolescents and how these issues may influence student learning. Special emphasis will be placed on raising educators' awareness of signs that students may be in need of support. Educators will learn strategies to support a youth developing signs and symptoms of a mental illness or in an emotional crisis, by focusing on strategies to assist students in the classroom and by making use of appropriate professional community resources. This knowledge will help them to set goals, and design/implement effective programs of prevention and treatment within the educational environment.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Apply concepts and theories from various disciplines to understand child development and mental health difficulties that can pertain to this age group.*
2. *Understand how mental health difficulties and disorders are experienced by children and adolescents and the key factors involved in their emergence.*
3. *View mental health problems in their social, biology, psychology, cultural, and institutional context by considering both causes and consequences of mental health problems, with emphasis on appreciating the plurality of views that exist about these topics.*
4. *Develop strategies in order to work more effectively with other educators, parents, students and community partners in creating and maintaining school environments that promote mental health and well-being.*

CSIED-503-1616: Supporting Students with Intellectual Impairment

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit will present a detailed insight into the world of persons with intellectual impairment and will cover issues dealing with the definition and characteristics of intellectual impairment, its implications on intellectual development and adaptive behaviour, its effects on the family and schooling, work and community life. This study-unit will deal with the inclusion of students with intellectual impairment in ordinary schools backed by a transdisciplinary team which is the core for community based instruction. Members of the team will share their experiences.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand typical, atypical, and delayed human growth and development and the effects of cognitive impairments on human development, learning, and transition to postsecondary/adult life roles.*
2. *Understand types, characteristics, etiologies, and prevention of cognitive impairments.*
3. *Demonstrate strategies to establish partnerships with other school personnel, professional organizations, and community agencies to enhance learning opportunities for students with cognitive impairments.*
4. *Evaluate strategies for enhancing students' acquisition of functional academic skills by developing implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans for students with cognitive impairments.*

CSIED-506-2112: Supporting Students with Multiple Disabilities

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit will offer conceptual and practical information and skills to facilitate the education of students with multiple disabilities in inclusive classrooms. This course will focus on student characteristics which will address the: (a) physical, (b) intellectual, (c) sensory, (d) health, and (e) behavioural characteristics of students with multiple disabilities. The emphasis is on understanding how these characteristics affect learning and the selection of educational interventions.

The unit will also focus on the educational interventions designed to provide students with an appropriate education. It will address practical and appropriate educational interventions for students with severe multiple disabilities by ensuring access to: (a) the least restrictive environment (LRE), (b) appropriately individualized curriculum (i.e., IEP goals, access to the general education curriculum), (c) appropriate instruction, and (d) appropriate supports. The emphasis is on learning practical skills that can be utilized in the classroom such as collaborative teamwork, curriculum planning tools, related services decision-making processes, instructional planning approaches, effective utilization of paraprofessionals, and assistive technology through class activities and assignments. Overall, the unit focuses on supporting students with multiple disabilities by promoting opportunities, participation, learning, and support that result in valued life outcomes.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Construct a working definition of multiple disabilities including the types, characteristics, causes, and prevalence.*
2. *Understand the impact of disability-related characteristics on educational access and programming (e.g., adaptations, physical management) for students with MD.*
3. *Demonstrate the application of instructional methods and specific learning strategies, accommodations, modifications and adaptations of materials and environments, assistive/adaptive technology (including augmentative communication) in a continuum of educational placements.*
4. *Understand the critical elements required to ensure a high quality of services for educating students with multiple disabilities.*

CSIED-509-1618: Practice Placement - Secondary School Settings

Unit Level (MQF/EQF): 5

Credits: 9

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 225

Unit Description

This unit is intended to provide the participants with the opportunity to analyse, reflect and attain first-hand experience with students who require additional support in the inclusive secondary classroom. Course participants will be required to develop professional attitudes, knowledge and skills on how to support secondary school students assigned to their care in the classroom as well as those in resource centres. Course participants will be assessed on their ability to understand the needs and difficulties of their students as well as on their ability to apply the necessary modifications to the learning content to make it realistically achievable for their students.

Participants are required to have a professional portfolio that serves as a showcase of their resources and material used to support the learning needs of secondary school aged students. The professional portfolio ought to include general information regarding the school or resource centre they would be placed in, the time-table and school calendar as well as their student's profile, schemes of work as provided by school teachers and their respective adaptations as necessary for the benefit of their students. A reflective journal is also required so as to develop a reflexive stance within their practice in the classroom setting.

The MAP, IEP, Psychological or Medical report or any other available reports issued by a professional person or entity that could be used to learn further about the nature of student's condition, are to be included. Course participants will be supervised and mentored by tutors and school staff members to use an array of strategies that are relevant for the child whom they would be assisting. Course participants will be expected to adhere to secondary school policies and ethos as requested by senior management team, while developing collegiality as a sense of team effort and multi-disciplinary approach towards the ultimate goal of providing holistic support to students within the secondary school setting.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand and identify the importance of compiling a professional portfolio that includes the material related to their practice placement and relevant information pertaining to the needs of the secondary school student they would be supporting.*
2. *Explore the strengths and needs of the student in their care and evaluate the reports issued regarding the nature of the student's condition/s to be able to assist the student.*
3. *Evaluate and implement strategies, accommodations and modifications that will allow the course participants to assist their students in their placement.*
4. *Analyse and direct course participants towards personal positioning in their practice placement within a secondary school setting and/or resource centre.*

CSIED-503-2113: Addressing Support Skills

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This course explores accommodations and modifications for learners with additional difficulties within the Least Restrictive Environment (LRE) and enhances regular and special educators' understanding of how best to address the individual needs of additional needs learners. The unit focuses on the creation of appropriate accommodations, the integration of accommodations into a general education classroom, the legal requirement for accommodations, and the roles of the general and special education teachers within the LRE. Course participants will contribute to discussions regarding beliefs, best practices, challenges, current research, and ways these affect their own practice within the school.

This course will focus on giving the learner the skills to be able to accommodate students with additional needs in the Least Restrictive Environment (LRE) which may be a full inclusion classroom, a resource centre, or a special day class. The emphasis will be placed on writing accommodations and modifications through differentiating content, process, and product for a variety of learners with additional needs.

Best practices will be investigated, observed, and applied. Foundational information on disability characteristics, and the potential impact on the inclusive classroom will be introduced, and historical foundations of special education and the inclusive education movement will be presented.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Describe Least Restrictive Environment and its implications for placement of students with disabilities.*
2. *Describe the different accommodations, modifications and differentiations and their roles in content area learning and how they are applied in the classroom.*
3. *Explain the purposes, models, methods, and domains of assessment of students with disabilities.*
4. *Create resources to address accommodations/modifications for the learners based on state and national standards.*

CSIED-503-1620: Sfidi tal-Qari u l-Kitba tal-Malti fil-Klassi

Il-Livell tal-Unità: (MQF/EQF): 5

L-Għadd ta' Kreditu: 3

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 75

Deskrizzjoni tal-Unità

L-isfidi fil-qari u l-kitba ħafna drabi huma l-kawża li ħafna studenti jbatu minn effetti ta' falliment, demotivazzjoni u anke ċirkostanzi fejn studenti ma jagħtux kas aktar tal-iskola. Ħafna studenti jagħmlu s-snin fl-edukazzjoni obbligatorja mingħajr ma jiksbu l-kwalifiki meħtieġa biex ikollhom xogħol tajjeb u jew ikomplu l-istudji tagħhom. Dan kollu jħalli effett fuq il-kwalità ta' ħajjithom.

Huma min huma l-edukaturi għandhom jaraw dak li hu tajjeb fl-istudenti u mhux jaraw id-diffikultajiet biss. L-edukaturi huma dawk il-professjonisti li għandhom jaslu b'soluzzjonijiet biex jgħinu lill-istudenti fid-diffikultajiet tagħhom. Barra minn hekk jekk jilħqu l-problema minn kmieni u jgħinu lill-istudenti, joħolqu differenza kbira f'ħajjet l-istudenti kemm fl-edukazzjoni u anke aktar fit-tul.

F'dan il-unit l-istudenti ser ikollhom l-opportunità li jsiru jafu xi sfidi jistgħu jiltaqgħu magħhom l-istudenti, joħolqu testijiet ħfief biex jassessjaw lill-istudenti tagħhom fil-qari u l-kitba u janalizzaw id-diffikultajiet li jsibu. Wara dan ser ikunu kapaċi wkoll joħolqu programmi qosra għall-istudenti skont id-diffikultajiet li jsibu biex jgħinuhom jiksbu l-ħiliet fil-qari u l-kitba. Fl-aħħar ta' dan il-unit ser ikollhom l-għarfien, il-ħiliet u l-kompetenzi li għandhom bżonn biex jagħrfu l-isfidi, jassessjaw b'mod ħafif, jippjanaw kif ser jgħinu u jimplimentaw il-lezzjonijiet li jippjanaw. Ta' min jgħid ukoll li wara jkunu jistgħu wkoll jevalwaw ix-xogħol li għamlu u l-progress tal-istudent.

Ser tingħata attenzjoni lill-isfidi fil-qari u l-kitba b'mod ġenerali imma anke lil dawk aktar partikolari. Fil-unit ser ikun hemm għarfien dwar ħiliet bażiċi fil-qari u l-kitba, fil-lingwa mitkellma, fil-lingwa miktuba, fil-ħiliet tal-qari u tal-kitba, fis-sillabar u fit-tagħqid tal-kliem u l-irwol tad-dar meta wieħed jipprova jgħin fil-qari u l-kitba.

Ir-Riżultati tat-Tagħlim

Biex l-istudenti jiksbu din l-unità jridu juru li kapaċi:

1. *Jagħraf l-isfidi ewlenin fil-qari u fil-kitba li l-aktar li jidhru fil-klassi.*
2. *Jidentifika u jieħu ħsieb sfidi fil-qari u fil-kitba f'livelli differenti tul l-iskola primarja u sekondarja.*
3. *Jevalwa kif ser jgħin lill-istudent, jissuġġerixxi kif l-istudent jista' jgħaddi minn livell għall-ieħor fil-qari u fil-kitba.*

CSIED-503-2114: Challenges of English Literacy in the Classroom

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Literacy challenges are often the cause of experiences of failure, low self-esteem, demotivation and eventually disengagement from schooling. Many students go through the years of compulsory education without experiencing a sense of achievement and without obtaining the necessary qualifications to secure a good job or progress into further education. This, of course has long term implications on quality of life.

However, it would be a huge mistake if educators, whatever their role, take a deterministic stance and embrace a deficit approach, whereby learners are defined by their 'deficiencies' and 'weakness' rather than their strengths. Educators are the professionals who need to come up with solutions to address the students' needs. Interventions in literacy challenges can make a difference in a learner's school experience, a turn-around to his/her life chances.

This unit will give learners the opportunity to acquaint themselves with issues pertaining to literacy challenges, their assessment through the use of basic tools and adequate interpretation of tests and scores to enlighten the development of intervention programmes specifically tailored to address the literacy challenges of individual students. By the end of this unit the learners will have the knowledge, skills and competences necessary to identify challenges; assess the level of the challenge; plan an intervention programme; implement it and evaluate own practices and student progress.

Special focus will be placed on literacy challenges in general and Specific Learning Difficulties (SpLD) in particular. The unit will address Foundation Skills of literacy; spoken language; bilingual dyslexic children; assessment to teaching; reading and spelling; writing skills; higher level literacy skills; learning skills, IT and Dyslexia; higher level literacy skills and the challenges of literacy difficulties in dyslexic adults; The role of home in addressing literacy challenges.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify the main literacy challenges likely to be present in the classroom.*
2. *Manage Literacy challenges identified in classrooms of different age groups.*
3. *Evaluate own intervention practices, suggesting ways of scaffolding student to the next stage of learning.*

CSIED-503-1622: Challenges of Numeracy in the Classroom

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit provides the knowledge, skills and competences required to provide support to students in numeracy. Students will be given the opportunity to explore age-related expectations within the national context in which they are working. Students will also learn about how various learning challenges affect numeracy in the classroom. Moreover, learning about different learning styles should help students understand that one cannot use a 'one size fits all' approach, and that interventions need to be well-planned. The use of different tasks and resources will be discussed and practiced with the aim of understanding that for students to develop numeracy skills, a support assistant needs to have a clear plan of what the student can and needs to learn and of the most effective strategies one can use to achieve that plan.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Recognise age-related expectations in numeracy and the main areas of mathematics curricula,*
2. *Identify learning challenges and learning styles in a numeracy/mathematics classroom,*
3. *Explore intervention practices which can be used to support numeracy learners using a developmental approach.*

CSHSC-506-2022: Developing Emotional Intelligence

Unit Level (MQF/EQF): 5

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a knowledge and skills based unit. It will allow learners to demonstrate that they have the necessary knowledge to understand emotional intelligence and its application within a relevant setting.

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace. It includes identifying methods for increasing self-awareness, recognizing the impact of own emotions on others in the workplace, recognising and appreciating the importance of social awareness and identifying methods to manage relationships and utilising emotional intelligence to maximise outcomes. On completion of the unit, learners will have a better understanding of the main concepts of emotional intelligence and of the relevance of emotional intelligence in the relevant sector. Learners will become familiar with methods to increase emotional intelligence and will be guided to develop the skills necessary for using emotional intelligence in the work place, including problem solving skills.

The unit will require learners to explore methods how emotional intelligence can be applied and enhanced in the relevant setting. Finally, learners will learn about the importance of evaluating emotional intelligence and identifying areas for continued development of emotional intelligence.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Demonstrate an understanding of what constitutes emotional intelligence vs cognitive intelligence.*
2. *Develop self-awareness, intrapersonal skills and self-management.*
3. *Develop social awareness and relationship management and understanding how emotional intelligence impacts on leadership.*
4. *Examine the relevance of emotional intelligence in the relevant sector.*

CSIED-603-2116: Integrating Technology in the Learning and Teaching Process

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Technology has become an important facet within contemporary educational settings as it is becoming increasingly used in schools to facilitate the process of knowledge acquisition for students. Technology in the teaching process will be explored as an efficient tool that aids educators to develop their students' educational acumen through the use of various strategies and resources. Students who can be described as visual, auditory or multi-sensory learners can benefit from the use of assisted technological means so as to understand the presented concepts in the classroom. This unit is designed to provide course participants with an opportunity to learn about available free, online or purchased resources that can be used to support their students. Different techniques that course participants can use to support their students' learning environments will be discussed. Technology is especially important for students who are hindered with communication barriers. The reason is that it provides them with an opportunity to express themselves through non-conventional means such as text-to-speech software for students with cerebral palsy.

Furthermore, this unit will also address technology in the learning process of the course participants themselves whereby they will gain the necessary tools to carry out their personal research. It is aimed that course participants following the course would be competent in deciphering the difference between a research article from an article that would have no academic stance or value. This unit will encourage students to make use of appropriate referencing methods in their assignments and long essay, as expected and required in a Level 5 course. Hands-on experience will be provided by encouraging the course participants to visit the campus library and to refer to literature that is relevant within their course of studies.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Carry out tasks using the various technological resources available that can support an educator within the learning environment.*
2. *Use the appropriate resources depending on age, learning difficulty and learning style of the child and adolescent.*
3. *Understand various academic research and referencing techniques via technological means, including effective use of library resources.*
4. *Understand the various available technological adaptations and applications that ensure inclusivity in the classroom environment as well as engaging the course participants themselves in their personal learning experience.*

CSIED-603-2117: Sexuality and Disability

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit will give course participants a detailed overview of the socio-cultural factors that surround disability and sexuality with a focus on educational settings. As an educator responsible for the holistic wellbeing of students with disabilities, an LSE is in a very strategic position to advocate for the sexual rights of these students paving the way for their future relationships and mental wellbeing, through adapting teaching strategies within the PSCD curricula and through informal learning opportunities.

This unit will cover aspects of the current socio-cultural influences that affect the formal and informal sexuality education given to students with disabilities. The focus will be on the transitional phase of puberty that includes the importance of friendship, intimate relationships as well as changes in familial involvement. This will be framed within the national and international legal frameworks which govern this aspect of human rights and which should be reflected in educational and other service provisions. The understanding of laws pertaining to Child Protection and Protection of Vulnerable People will also be included.

This unit will also help course participants analyse how intersectionality within disability and sexuality may pose additional challenges and how their role as an LSE could help in addressing these challenges.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Discuss the main socio-cultural factors that affect the provision of educational teachings about sexuality to students with disabilities.*
2. *Adopt successful strategies and models that can be used to facilitate teaching sexuality education to students with disabilities.*
3. *Analyse how current legislative frameworks uphold the sexual rights of students with disabilities.*
4. *Appraise how intersectionality affects the social reality of students with disabilities in the context of sexuality and gender.*

CSIED-606-2118: Diversity and Multiculturalism

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Nowadays, educators are being challenged to teach and assess students presenting diverse learning needs in primary, secondary and in post-secondary education settings. As classrooms are becoming more diverse, teachers are now faced with the responsibility of creating an inclusive classroom community.

This unit combines diversity in terms of (dis)ability, race, gender, religion, social, multilingual and multicultural aspects. Special emphasis is located on the role of learners, as active participants in the development of personal, but wider, understanding about diversity issues. Learners will understand the importance of the implementation of interventions which mediate cultural, academic and psychological influences. In addition, the learners will develop an understanding of how to create an inclusive culture and to build a caring and supportive learning community, especially for students who come from diverse cultural backgrounds.

Therefore, learners will be engaged in a range of teaching and learning approaches including group work, discussions and reflective writing. In addition, learners will research related topics and share their findings through class discussions and presentations. Moreover, learners are to take an in-depth approach by analysing and interpreting students' multicultural experiences and to critically evaluate diversity and multicultural issues as perceived by students. Learners will evaluate children's and youths' multicultural literature as a tool for evidence-based informed practice, since researching classroom pedagogies and practices is an imperative step in curriculum planning. Consequently, learners will develop a wider understanding of alternative teaching strategies that are responsive to diversity and multiculturalism.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Discuss the development of today's diversity in society and multicultural education.*
2. *Evaluate diversity issues other than (dis)ability in the classroom.*
3. *Apply concepts, theories and research related to multicultural intervention meant to mediate cultural, academic and psychological involvements.*
4. *Evaluate alternative teaching strategies and multimodal tools that promote diversity and multiculturalism as classroom practice.*

CSIED-606-2119: Schoolwide Inclusive Practices:

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

In order to be fully inclusive, whatever the students' abilities or learning needs, it is beneficial for schools to adopt a whole school approach to teaching and learning. This is a research and skills-based unit that will allow learners to demonstrate that they have the required knowledge about schoolwide inclusive practices to embed a culture of inclusion. Learners will become familiar with the current inclusive education system in Malta with the aim to reduce fragmentations and establish relations between policies and practice. Therefore, learners will have the necessary knowledge to bridge the gap between what schools are doing well and what they can do better to establish a whole school approach to inclusive education.

In addition, learners will understand how to successfully promote and implement schoolwide inclusive practice so that all students have the same opportunity for academic, social and emotional success. The latter requires changes both at management level and at class level, involving connection of best practice, visionary leadership, redefining roles, collaboration, identifying the boundaries of adult support and applying effective classroom inclusive strategies.

Creating schoolwide inclusive cultures is about creating secure, stimulating and welcoming communities, in which everyone is valued. Learners will learn that shared inclusive values can be developed and conveyed to all educators, students and their families, authorities surrounding the communities and all others who work in and with the school. Learners will learn how to embed values across school culture to ensure that these values are integrated into the identities of all people involved in the school.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Discuss contemporary policies for the development of schoolwide inclusive practices.*
2. *Demonstrate successful models to implement schoolwide inclusive practices that require support both at management and at classroom levels.*
3. *Identify fundamental indicators that create schoolwide inclusive cultures.*
4. *Appraise the purpose of schoolwide policy in relation to positive behaviour to promote inclusive practice.*

CSIED-606-1804: Addressing the Gifted and Talented Learners

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Gifted students who are served in mainstream schools, are frequently disengaged and bored. They tend to typically finish tasks and assignments before other students and therefore feel less challenged within a classroom setting. This mismatch between the academic needs of the student and the pace and depth of the mainstream curriculum lead to these gifted students acting out and displaying their frustration through negative behaviour.

In this unit, learners will understand how to go about dealing with situations where students who are 'gifted and talented' are very often under-served by the mainstream curriculum. This unit will help learners understand the role of the LSEs in supporting these students in order to enhance potential areas of giftedness, help in identifying gifted students and implement effective strategies through activities and tasks across the curriculum. Learners will be introduced to the autonomy support concept that is to serve as practical framework to encourage gifted students to be self-determined in taking their own decisions in order to be fully included in an educational setting.

Finally, learners are also required to examine a broad range of options that can be applied to students which are gifted or talented such as related to cluster grouping, whole school enrichment programmes, accelerated methods and compacting the curriculum to challenge their attainment level whilst being included in the classroom. Furthermore, learners will also become familiar with ways to assess gifted students by evaluating the product, process and progress in addressing other educational needs.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand different intelligences and their characteristics present in learners at different ages within an educational setting.*
2. *Identify and evaluate gifted and talented students as part of a professional team.*
3. *Plan effective strategies to include and challenge gifted students within an educational setting.*
4. *Implement designed plans and strategies to challenge and empower gifted students within an educational setting.*

CSIED-603-2120: Mindfulness for Stress & Burnout Reduction

Unit Level (MQF/EQF): 6

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

Today's learning Support Educators (LSEs) face several challenges whilst catering for the diverse needs of their students. Children with special educational needs may often display repetitive and consistent challenging behaviour which also impacts negatively on the classroom environment. Such exposure may leave LSEs vulnerable to emotional and health issues that may eventually lead to burn out.

The aim of this unit is to equip the learners who are future LSEs with preventive techniques and effective intervention strategies when faced with extreme classroom environments and challenging situations. This unit will familiarise the students with stress management techniques that can be used to deal with stress when carrying out the role of an LSE and how to maintain a positive mentality throughout the scholastic year. This unit will also explore support networks available in the educational setting and will also show them how to take care of themselves psychologically whilst carrying out their role in an educational setting.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand what causes challenging behaviour and its effects on the LSE.*
2. *Appraise different preventive approaches to handle different episodes of challenging behaviour.*
3. *Implement effective behaviour strategies in different environments and challenging situations.*
4. *Evaluate reflectively available support networks and self-care techniques to maintain a positive and healthy approach towards the LSE profession.*

CSIED-606-2121: Spirituality and Emotional Literacy as Alternative Educational Interventions

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit looks at alternative approaches available to the LSE in order to educate all students within the classroom, even those with special educational needs. The unit will primarily look into the relevance of emotional intelligence and ways of creating 'emotionally literate classrooms' with practical, age-appropriate activities and techniques. Learners will therefore be presented with the concept of Social and Emotional Learning - which is the practice of teaching Emotional Literacy in schools.

Learners will also explore the components that comprise 'spirituality' and how every school adopts a form of spirituality that is embedded in its ethos. Learners will also have the opportunity to explore and investigate the psychology behind spirituality. This will lead to Fowler's 6 stages of Spirituality ranging from Childhood Spirituality to the Homecoming or 'Universalizing Faith' stage. Learners will have the opportunity to apply practical methods in which spirituality can lead to a positive inner transformation both within themselves as LSE's and the students in their care.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Examine the relevance of Emotional Intelligence and Emotional Literacy in the classroom.*
2. *Apply Emotional Literacy using the appropriate methods of application in the classroom.*
3. *Identify the different stages and themes of Spirituality and the way these can be adopted within a classroom.*
4. *Evaluate reflectively on different Spirituality skills as an aid to spiritual, emotional mental wellbeing and resilience.*

CSIED-606-2122: Promoting Inclusion through the Expressive Arts

Unit Level (MQF/EQF): 6

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to develop creative skills, knowledge and competences which can be used by the developing learning support educator, to effectively include all learners in the classroom. Learners will be encouraged to engage, self-reflect, and self-evaluate through various creative arts-based lectures and experiential activities. Learners will be encouraged to go beyond the belief that Creative Arts is all about the final project.

Through experiences and exploration of various creative arts modalities, learners will be invigorated to develop imaginative and intuitive skills to be self-aware of their own creative competences. The latter is recognised as an important component that is required for practitioners working in inclusion, so to build healthy relationships with students.

Classroom instruction generally focuses on the content, or the what, rather than the process, or the how, of learning and does not thoroughly address metacognitive strategies that teach learners to think about how they think and learn. The process of creation in terms of perceiving, learning, thinking, and remembering, is a cognitive process.

As a result, on completion of this Unit, learners will be well equipped to recognise their role as creative practitioners to consider applying innovative approaches to seamlessly merge Creative Arts across curricula. The objective of the latter is to encourage self-expression, consequently build connections and provide an engaging context to all students in the classroom.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify various Expressive Arts modalities to develop self-awareness and personal growth within learners in own care.*
2. *Appraise critically and in a reflective manner the role of the LSE as creative practitioner to promote inclusive practice.*
3. *Promote inclusion by integrating Expressive Arts across the curriculum.*
4. *Create integrated Creative Arts strategies to be applied within a given context and evaluate the results.*

CSIED-609-2123: Practice Placement Specialised Educational Setting

Unit Level (MQF/EQF): 6

Credits: 9

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 225

Unit Description

This unit is intended to provide learners with the opportunity to analyse, reflect and attain first-hand experience with students who require additional support in the inclusive resource centre, primary schools, secondary schools or any vocational setting. Learners will be required to develop professional attitudes, knowledge and skills on how to support learners assigned to their care in a classroom within an educational setting. Learners will be assessed on their ability to understand the needs and difficulties of their students as well as on their ability to apply the necessary modifications to the learning content to make it realistically achievable for their students.

Learners are required to have a professional portfolio that serves as a showcase of their resources and material used to support the learning needs of the educational setting in which they are giving provision as LSE. . The professional portfolio should include general information regarding the educational setting or school of their placement, the time-table and educational setting/school calendar as well as student's profile, schemes of work as provided by educators and their respective adaptations as necessary for the benefit of their students. A reflective journal is also required so as to develop a reflexive stance within their practice in the educational setting. Learners will also be required to use a student-based approach in order teach specific skills in a vocational, personal, behavioural or academic area. This will involve gathering data on the assigned student, observing the student in different educational environments, implementing interventions and assessing the student.

The MAP, IEP, Psychological or Medical report or any other available reports issued by a professional person or entity that could be used to learn further about the nature of student's condition, are to be included. Learners will be supervised and mentored by tutors and educational staff members to use an array of strategies that are relevant for the child whom they would be assisting. Learners will be expected to adhere to the educational setting's policies and ethos as requested by the senior management team, while developing collegiality as a sense of team effort and multi-disciplinary approach

towards the ultimate goal of providing holistic support to students within the educational setting.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Compile a professional portfolio for the practice placement including information pertaining to the needs of the student in own care.*
2. *Evaluate the strengths and needs of the student in own care using the reports issued regarding the nature of the student's condition/s to assist the student effectively.*
3. *Implement strategies, accommodations and modifications to allow the student in own care to access the curriculum during placement.*
4. *Apply a Functional-Ecological approach to observe, plan and assess assigned student in a vocational, personal, behavioural or academic area within a natural setting.*

CDKSK-503-1619: Key Skills English Intermediate

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit focuses on the development of the Proficiency in English for course participants at Intermediate Level. Intermediate skills in English will be explored so that course participants are proficient in reading, listening, spoken and written language. A good command of the aforementioned skills will facilitate the participants' achievement in other units on the same programme, as well as enhance their skills and competencies when developing the necessary support tools related to literacy.

At this Intermediate Level participants are expected to have sufficient knowledge of English in order to deal with everyday situations in scenarios ranging from home, work, social, public and educational settings. General understanding, as well as association of ideas, and inference of meaning are expected at this level. Learners should be capable of communicating in English by discussing familiar topics or specialised topics previously exposed to. Learners are also expected to be able to write and produce effective texts which reflect the various exigencies within their course studies and future practice.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify, comprehend and interpret the main ideas of complex text on both concrete and abstract topics.*
2. *Speak and communicate effectively with a degree of fluency and spontaneity on a range of topics.*
3. *Understand information and apply good associations of ideas and inference of meaning when listening for specific information.*
4. *Produce clear, detailed text on a wide range of subjects with a critical/reflexive stance.*

CDKSK-503-1620: Key Skills Maltese Intermediate

Il-Livell tal-Unità: (MQF/EQF): 5

L-Għadd ta' Kreditu: 3

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 75

Deskrizzjoni tal-Unità

Dan il-kors jiffoka fuq l-iżvilupp tal-Profiċjenza fil-Malti għall-parteċipanti fil-livell Intermedju. Il-ħiliet fil-Livell Intermedju se jkunu mgħallma sabiex il-parteċipanti jkunu profiċjenti fil-qari, fis-smigħ, fil-lingwa mitkellma u fil-kitba. Ħakma tajba ta' dawn il-ħiliet tgħin lill-parteċipanti f'units oħra fl-istess programm, filwaqt li tgħin fl-iżvilupp tal-ħiliet u l-kompetenzi meta jiġu biex jiżviluppaw dak kollu neċessarju għall-litteriżmu.

F'dan il-Livell Intermedju il-parteċipanti huma mistennija li jkollhom għarfien biżżejjed tal-Malti biex ikunu jistgħu jaħdmu f'sitwazzjonijiet ta' kuljum li jvarjaw mid-dar, ix-xogħol, ambjenti soċjali, pubbliċi u edukattivi. F'dan il-livell il-parteċipanti mistennija jkollhom fehim ġenerali kif ukoll rabta ta' ideat, u inferenza fit-tifsir. L-istudenti għandhom ikunu kapaċi jikkomunikaw bil-Malti billi jiddiskutu temi familjari jew speċjalizzati imma li jkunu diġà esposti għalihom. L-istudenti huma mistennija li jkunu kapaċi jiktbu u jipproduċu testi effettivi li jirriflettu esiġenzi varji fil-kors ta' studju u prattiċi oħra li jiltaqgħu magħhom.

Ir-Riżultati tat-Tagħlim

Biex l-istudenti jiksbu din l-unità jridu juru li kapaċi:

1. *Jidentifika, jifhem u jinterpreta l-ideat ewlenija f'test kumpless dwar temi konkreti u astratti.*
2. *Jitkellem u jikkomunika b'mod effettiv b'mod spontanju u fluwenti fuq numru ta' temi.*
3. *Jifhem informazzjoni u jagħmel assoċjazzjoni tal-ideat u inferenza fit-tifsir meta jisma' informazzjoni speċifika.*
4. *Jipproduċi test ċar u dettaljat dwar numru ta' temi.*

CDKSK-503-1621: Key Skills Mathematics Intermediate

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit aims to develop the mathematical knowledge and skills required to apply mathematics in real-life situations. The student should be given the opportunity to engage in problem solving by: (i) exploring different approaches to solve a given problem; (ii) using appropriate strategies and language to arrive to a solution; and (iii) checking the validity and accuracy of the solution. The interconnectivity between different areas of mathematics should be pointed out to the student. The use of (scientific) calculators and ICT must be integrated in the delivery of the topics listed hereunder. The student should also be helped to develop and appreciate mathematical reasoning and deductive skills by being exposed to short proofs.

By the end of this unit, the student should demonstrate readiness and competency to:

     a) Communicate, conjecture, reason and prove mathematically;
     b) Understand the nature of numbers and make use of them;
     c) Understand the nature of algebraic relationships and make use of them.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Compute further numerical calculations including Indices, percentages, ratios and more*.
2. *Manipulation of algebraic expressions and equations, formulae and graphs*.
3. *Generation and manipulation of sequences*.

CDKSK-503-1622: Key Skills English Advanced

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit focuses on the development of the Proficiency in English for course participants at an Advanced Level. Advanced skills in English will be explored so that course participants are proficient in reading, listening, spoken and written language. A proficient command of the aforementioned skills will facilitate the participants' achievement in other units on the same programme, as well as enhance their skills and competencies when developing the necessary support tools related to literacy.

At this Advanced Level participants are expected to have proficient knowledge of English in order to deal with everyday situations in scenarios ranging from home, work, social, public and educational settings. General understanding, as well as association of ideas, and inference of meaning are expected at this level. Learners should be capable of communicating in English by discussing general (current affairs) topics or specialised topics. Learners are also expected to be able to write and produce effective texts which reflect the various exigencies within their course studies and future practice.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify, comprehend, analyse and synthesise a wide range of demanding, longer texts, and recognise implicit meaning.*
2. *Speak and communicate fluently and spontaneously on a range of topics.*
3. *Understand technical and non-technical content in both written and oral formats*
4. *Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.*

CDKSK-503-1623: Key Skills Maltese Advanced

Il-Livell tal-Unità: (MQF/EQF): 5

L-Għadd ta' Kreditu: 3

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 75

Deskrizzjoni tal-Unità

Dan il-kors jiffoka fuq l-iżvilupp tal-Profiċjenza fil-Malti għall-parteċipanti fil-livell Avvanzat. Il-ħiliet fil-Livell Avvanzat fil-Malti se jkunu mgħallma sabiex il-parteċipanti jkunu profiċjenti fil-qari, fis-smigħ, fil-lingwa mitkellma u fil-kitba. Ħakma tajba ta' dawn il-ħiliet tgħin lill-parteċipanti f'units oħra fl-istess programm, filwaqt li tgħin fl-iżvilupp tal-ħiliet u l-kompetenzi meta jiġu biex jiżviluppaw dak kollu neċessarju għall-litteriżmu.

F'dan il-Livell Avvanzat il-parteċipanti huma mistennija jkollhom għarfien tajjeb tal-Malti biex ikunu jistgħu jaħdmu f'sitwazzjonijiet ta' kuljum li jvarjaw mid-dar, ix-xogħol, ambjenti soċjali, pubbliċi u edukattivi. F'dan il-livell il-parteċipanti mistennija jkollhom fehim ġenerali kif ukoll rabta ta' ideat, u inferenza fit-tifsir. L-istudenti għandhom ikunu kapaċi jikkomunikaw bil-Malti billi jiddiskutu temi ġenerali (ġrajjiet kurrenti) u speċjalizzati. L-istudenti huma mistennija li jkunu kapaċi jiktbu u jipproduċu testi effettivi li jirriflettu esiġenzi varji fil-kors ta' studju u prattiċi oħra li jiltaqgħu magħhom.

Ir-Riżultati tat-Tagħlim

Biex l-istudenti jiksbu din l-unità jridu juru li kapaċi:

1. *Jidentifika, jifhem, janalizza u jqassar għażla vasta ta' testi itwal u ta' aktar ħsieb, u jagħraf tifsir impliċitu.*
2. *Jitkellem u jikkomunika b'mod effettiv u spontanju u fluwenti dwar numru ta' temi.*
3. *Jifhem mingħajr diffikultà dak kollu li jisma' u jaqra.*
4. *Jipproduċi test ċar, strutturat tajjeb u dettaljat dwar testi kumplessi.*

CSIED-503-2115: Mathematics for LSEs

Unit Level (MQF/EQF): 5

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit aims to develop the mathematical knowledge and skills required to apply mathematics in real-life situations. The learner should be given the opportunity to engage in problem-solving by *(i)* exploring different approaches to solve a given problem; *(ii)* using appropriate strategies and language to arrive to a solution; and *(iii)* checking the validity and accuracy of the solution. The interconnectivity between different areas of mathematics should be pointed out to the learner, even though some areas might require different techniques and tools (including ICT tools). The use of (scientific) calculators and ICT can be integrated into the delivery of the topics listed hereunder. The learner should also be helped to develop and appreciate mathematical reasoning and deductive skills by being exposed to short proofs.

By the end of this unit, the learner should demonstrate readiness and competency to independently apply mathematical techniques in solving problems and be able to communicate findings using appropriate mathematical vocabulary.

These problems will involve:

       a. geometrical properties,
       b. basic statistical analysis,
       c. probabilistic techniques.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Apply geometrical facts about lines, angles, lines and angles, polygons and circles to find angles and lengths.*
2. *Identify geometrical transformations.*
3. *Apply geometric formulas to find the perimeter, length, area and volume of flat and solid shapes.*
4. *Summarise statistical data both graphically and numerically.*
5. *Determine the probability of single events and the combination of independent events.*

CDKSK-602-2105: Community Social Responsibility

Unit Level (MQF/EQF): 6

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit focuses on community and social responsibility skills and provides an opportunity for learners to better understand themselves and others, as well as establish goals in life. Community and social responsibility skills enable learners to understand their strengths and areas that need improvement while preparing them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, this unit will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The first set of sessions will focus on the self, the ability to work independently and the important values in life. The second set of sessions will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, learners will be introduced to the importance of active citizenship in life.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify personal goals through self-reflection.*
2. *Evaluate how collaboration with others can be more effective.*
3. *Explain the importance of giving and receiving feedback.*
4. *Contribute actively to make a difference in society.*

CDKSK-604-1909: Entrepreneurship

Unit Level (MQF/EQF): 6

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

The working definition of '**entrepreneurship**' employed in this unit is that stated by the European Commission: "*Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity*" (Entrepreneurship in Vocational Education & Training, June 2009).

In line with this definition, the unit places an emphasis on fostering a mind-set that *entrepreneurship* is the vehicle that drives *creativity* and *innovation*. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up[1]; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

The assessment of the unit is designed in a way to provide an opportunity for learners to strengthen transversal competencies which UNESCO highlights as necessary for the 21st century. These include intrapersonal skills, interpersonal skills, critical and innovative thinking, media and information literacy and global citizenship.

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[1] 'Doing effective entrepreneurship' is firmly grounded in theory, yet the *chalk and talk* delivery mode is not promoted in this unit. Rather, *actionable theory through practice* is strongly encouraged. *Realistic simulations*, limited <u>not only</u> to in-class activities such as *discussions* of the problems faced in the different phases of a business, especially in the process of commercialisation of innovative products and services, and *on-paper* creative management strategies, are considered essential.

Learners with different backgrounds and experiences are required to contribute actively in a team to prepare the necessary work towards initiating a successful business venture.

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to look at entrepreneurship ideas from different perspectives, but also to come up with more creative, original and feasible solutions to challenges that will arise.

The practical and realistic element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This real-life interaction will provide the ideal set up to link theory with practice in the real world. Learners are encouraged to get out of their comfort zone and explore their entrepreneurial spirit by combining creativity, innovation and risk taking to help seize an opportunity, improve current situations or solve problems they encounter in the real world.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the terms "entrepreneurship" and "entrepreneur" and techniques used to generate and evaluate business ideas;*
2. *Examine important considerations while developing a new business idea;*
3. *Apply business planning and control initiatives while developing a new business idea;*
4. *Contribute effectively in a team to develop a concept prototype of a feasible product/service idea.*