

COURSE SPECIFICATIONS

1	NAME OF PROGRAM	Supply Learning Support Assistant Course
2	ACCREDITED STATUS	Further Education Course
3	MQF LEVEL OF COURSE	MQF Level 4
4	MQF LEVEL PER MODULE	MQF Level 4
5	TYPE OF COURSE: QUALIFICATION/AWARD	Qualification
6	MODE OF DELIVERY: FACE-TO- FACE/ONLINE/BLENDED	ONLINE
7	HOURS OF TOTAL LEARNING	350Hours
8	HOURS OF LEARNING PER MODULE	Module 1 – 25hours Module 2 – 50hours Module 3 – 50hours Module 4 – 50hours Module 5 – 50hours Module 6 – 25hours Module 7 – 100hours
9	TOTAL NUMBER OF ECTS/UK CREDITS	14ECTS
10	ECTS/UK CREDITS PER MODULE	Module – ECTS Module 1 – 1 ects Module 2 – 2 ects Module 3 – 2 ects Module 4 – 2 ects Module 5 – 2 ects Module 6 – 1 ects Module 7 – 4 ects
11	MODE OF ATTENDANCE: FULL/PART TIME	Part time
12	DURATION	11 weeks
13	TARGET AUDIENCE	16Y-55Y
14	TARGET GROUP	Any person who wishes to become a Supply Learning Support Assistant within the education system.
15	LANGUAGE OF INSTRUCTION	ENGLISH
16	ADDRESS FOR FACE-TO- FACE/BLENDED	8 TRIQ L-IMHAZEN FLORIANA
17	ENTRY REQUIREMENTS	Be engaged as a Supply Learning Support Educator in a licensed school, and able to communicate in English and Maltese; OR b) Have a minimum of four MQF level 3 subjects at Grade 1-5, Grade C or a comparable, which must include Maltese,

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		English Language, Mathematics and any other subject; OR c) In possession of an MQF Level 3 VET Qualification (minimum 60 ECTS, or equivalent)
18	STRUCTURE	ONCE WEEKLY
19	COURSE LEARNING OUTCOMES	<p>The course is intended to prepare learners to work with children as a Learning Support Assistant in a classroom situation. The qualifications provide the theoretical knowledge and understanding of child development and education and in addition to this the learner will at the end of the course have the needed skills to be able to act as a support LSA, this is necessary for working with children in a variety of job roles and settings and will enable learners to apply this knowledge in practical environments.</p> <p>The qualifications aim to allow learners to:</p> <ul style="list-style-type: none"> • Develop an in-depth knowledge and understanding of child development, education, • Health and safety of children and the value of play • Develop their professional skills and vocationally appropriate competence • Implement, evaluate and reflect on professional practice • Develop understanding of inclusive practice and value diversity
20	LEARNING OUTCOMES PER MODULE	<p>MODULE 1: Principles of Inclusive Education</p> <ul style="list-style-type: none"> • Be conversant with the reasons why all students need to be integrated into the education system • Attain a sound knowledge of the meaning of Diversity and how to implement that knowledge in a classroom situation • Acquire the knowledge of how to create a stable learning environment for each individual child • Attain a sound knowledge in understanding of importance of equality irrespective of disability, race, colour and learning difficulties • Be proficient in the understanding of inclusive education for all <p>MODULE 2: Supporting Different Needs</p>

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		<ul style="list-style-type: none"> • Acquire the knowledge to be able to identify individual abilities of each child and deal with accordingly • Be proficient in matching learning skills to individual situations to enable a smooth classroom situation for all children • Be acquainted with and be able to relate to the child's family therefore establishing a relationship with them • Be proficient in writing a personalized plan and using this to build trust with a child • Be acquainted with each different need that a child may have <p>MODULE 3: The Inclusive Curriculum</p> <ul style="list-style-type: none"> • Attain a sound knowledge and understanding and awareness of the importance of inclusion for all • Acquire a knowledge as to why all students should have an access to a common syllabus • Be conversant as to why every student has a right to become educated • Be proficient in using the knowledge gained to maximize a child's potential • Acquire an in depth knowledge of the various aspects of the Inclusive Curriculum <p>MODULE 4: Behaviour Management</p> <ul style="list-style-type: none"> • Acquire the knowledge to relate why the correct diagnosis of a problem is important • Be proficient in defining and identifying behavior problems and deal with them in an effective manner • Acquire the skills and know how to diffuse a situation in dealing with a disruptive child • Be acquainted on how to offer alternative solutions for dealing with any behavior related situation in the classroom • Be conversant with the different methods available in how to manage bad behavior in the classroom <p>MODULE 5: Development and Implementation of MAP and IEP</p> <ul style="list-style-type: none"> • Attain a sound knowledge of how to write, develop and implement a MAP • Attain a sound knowledge of how to write, develop and implement an IEP • Be proficient in recording and monitoring performance and progression
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		<ul style="list-style-type: none"> • Be acquainted on how to define and implement any changes that may be needed • Be conversant with all the different sections within a MAP or IEP <p>MODULE 6: Working Within a Team – Professional and Parents</p> <ul style="list-style-type: none"> • Acquire a professional manner when dealing with information given to parents • Be conversant with the roles of both the professionals and parents as part of a team • Be proficient with liaising with parents and professionals to discuss a child’s needs • Acquire the skills to and know how to be proactive in dealing with potential problems • Attain the knowledge needed to be aware of all the roles of parents and the various professionals <p>MODULE 7: PLACEMENT PRACTICE</p> <ul style="list-style-type: none"> • The learner will have undertaken a 110 hour practice placement in a suitable work placement, therefore giving them an opportunity to put their in class learning into practice. • Understand the importance of various aspects of a child’s education • Be proficient in understanding the various needs of children, parents and colleagues • Identify the various stages of development a child undergoes • Acquire knowledge and confidence on dealing with any situations that arise in the classroom
21	TEACHING, LEARNING ASSESSMENT PROCEDURES	Formative and summative assessment procedures which include practice placement, MCQ tests and assignment
22	CONTACT DETAILS OF REGULATORY BODY FOR COURSE LEADING TO REGULATED PROFESSION	https://education.gov.mt/en/Pages/educ.aspx
23	GRADING SYSTEM	Pass/Refer/Fail grading scale – Passmark 50%
24	PASS RATES	95%
25	REGISTRATION METHOD	<ul style="list-style-type: none"> - OFFICES 08:00h-17:00h [8 TRIQ L-IMHAZEN FLORIANA] - WEBSITE [www.futurefocus.com.mt]

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		- VIA EMAIL [info@futurefocus.com.mt]
26	INFO FOR ENROLLMENT FOR THIRD COUNTRY NATIONALS	https://www.identitymalta.com/unit/central-visa-unit/