1	NAME OF PROGRAM	Certificate in the Practice of Inclusive Education in the Classroom: Level 2
2	ACCREDITED STATUS	Higher Education Course
3	MQF LEVEL OF COURSE	MQF Level 5
4	MQF LEVEL PER MODULE	All modules: MQF Level 5
5	TYPE OF COURSE: QUALIFICATION/AWARD	Qualification
6	MODE OF DELIVERY: FACE-TO-FACE/ONLINE/BLENDED	ONLINE
7	HOURS OF TOTAL LEARNING	750Hours
8	HOURS OF LEARNING PER MODULE	Module – Hours 1. Intra/Interpersonal Skills in the Inclusive Classroom (Number of ECTS: 2) 50h 2. Child and Adolescent Development with emphasis on difference in disability Number of ECTS: 2) 50h 3. Psychology of Learning for children with disabilities (Number of ECTSs:3) 75h 4. Inclusion, diverse needs and differentiating teaching (Number of ECTS: 2) 50h 5. Advanced Introduction to Literacy in the Classroom (Number of ECTS: 3) 75h 6. Advanced Introduction to Numeracy in the Classroom (Number of ECTS: 2) 50h 7. ICT in the inclusive classroom (Number of ECTS: 2) 50h 8. Supporting Students with Diverse Profiles (Number of ECTS: 5) 125h 9. Writing and Implementation of IEPs (Number of ECTS: 2) 50h 10. Practical and Learners' Portfolio (Number of ECTS: 5) 125h

		Final assignment (Number of ECTS: 2) 50h
9	TOTAL NUMBER OF ECTS/UK CREDITS	30ECTS
10	ECTS/UK CREDITS PER MODULE	Module – ECTS 1. Intra/Interpersonal Skills in the Inclusive Classroom (Number of ECTS: 2) 2. Child and Adolescent Development with emphasis on difference in disability Number of ECTS: 2) 3. Psychology of Learning for children with disabilities (Number of ECTSs:3) 4. Inclusion, diverse needs and differentiating teaching (Number of ECTS: 2) 5. Advanced Introduction to Literacy in the Classroom (Number of ECTS: 3) 6. Advanced Introduction to Numeracy in the Classroom (Number of ECTS: 2) 7. ICT in the inclusive classroom (Number of ECTS: 2) 8. Supporting Students with Diverse Profiles (Number of ECTS: 5) 9. Writing and Implementation of IEPs (Number of ECTS: 2) 10. Practical and Learners' Portfolio (Number of ECTS: 5) Final Assignment (Number of ECTS: 2)
11	MODE OF ATTENDANCE: FULL/PART TIME	Part time
12	DURATION	30weeks
13	TARGET AUDIENCE	16Y-55Y
14	TARGET GROUP	Any person who wishes to become a Learning Support Assistant 2 within Maltese education system.
15	LANGUAGE OF INSTRUCTION	ENGLISH

16	ADDRESS FOR FACE-TO-FACE/BLENDED	8 TRIQ L-IMHAZEN FLORIANA
17	ENTRY REQUIREMENTS	1. Successful completion of Learning Support Assistant 1: Certification Course (Future Focus) or a 20 week course for LSA or equivalent 2. Present working as a Supply/LSA for the duration of the course or has worked or intends to work as an Supply/LSA in the near future (for placement purposes, the latter learner would need to find a voluntary placement) 3. Valid First Aid Certificate or else the student makes a committment that s/he will provide one by the end of this course.
18	STRUCTURE	ONCE WEEKLY
19	COURSE LEARNING OUTCOMES	a) Have sound knowledge and understanding of child development and education with special emphasis on disability or learning difficulties b) Sound knowledge of the National Curriculum (NMC) and other local educational structures and its application for children with learning difficulties and disabilities c) Further knowledge and understanding on the most common disabilities and learning difficulties (especially those that were not covered in Level 1) d) ICT Knowledge, strategies and devices to be used with children with learning difficulties and disabilities. e) Further develop their professional skills and vocationally appropriate competence to work with children with diverse needs f) Become fully professional in their work as Learning Support Assistants. g) Develop understanding of inclusive practice and value diversity h) Apply health and safety of children with

		diverse needs
20	LEARNING OUTCOMES PER MODULE	**Intra/Interpersonal Skills in the Inclusive Classroom (Number of ECTS:** Understand and build professional relationships both with within and outside the classroom setting with the allocated students, parents/relatives/guardians and other professionals; a) understand and apply the professional boundaries both with within and outside the classroom setting with the allocated students, parents/relatives/guardians and other professionals; b) understand and apply the proper ethical considerations both with within and outside the classroom setting with the allocated students, parents/relatives/guardians and other professionals; c) understand and apply school policies and procedures for children with diverse needs, learning difficulties and disability; d) understand and work within a team setting of professionals for the benefit of children with diverse needs, learning difficulties and disability. e) ensure and apply health and safety measures to protect children with diverse needs, learning difficulties and disability. **Child and Adolescent Development with emphasis on difference in disability Number of ECTS: 2)** a) Identify the different stages of physical, psycho-social-emotional and cognitive (language, memory, information processing, writing, reading and speaking) development of children b) Identify the needs of the children

with diverse needs, learning difficulties and disability with reference to normal development with the assistance of reports from other professionalsż

c) Identify possible gaps between 'normal' development and 'delayed' development and refer accordingly

d) Have knowledge about the different assessment methods encountered by an LSA

e) Encourage and implement strategies within the classroom to enhance inclusivity in order to encourage the student's development;

f) Create, prepare and implement adapted handouts and activities according to the developmental needs of the child.

Psychology of Learning for children with disabilities (Number of ECTSs:3)

a) Explain the various theories of learning and how this knowledge is applied in various methods in order to encourage learning in children with diverse needss

b) Deesignadapted lessons, resources and handouts according to the readiness of children for learning new knowledge

c) Identify and differentiate between the various methodology surrounding psychology

d) Provide assistance and support to a child who may have psychological issues

e) Organise activities that will aid any child who may have difficulties

Inclusion, diverse needs and differentiating teaching (Number of ECTS: 2)

a) Describe and apply the main rights of children
b) Describe and apply the Universal Learning Design
c) Facilitate and organise any personal assistance for any child who may be deemed has diverse needs, learning difficulties and disability
d) Collaborate in ensuring that the children respect each other at all times and are inclusive during all activities
e) Organise together with the teacher the classroom to ensure that children respect the diversity rules
f) Identify if any children are different for whatever reason and ensure that they are treated as other children
g) Organise activities that support and promote equity and diversity

Provide differentiated teaching for children with diverse needs, learning difficulties and disability

Advanced Introduction to Literacy in the Classroom (Number of ECTS: 3)
a) Identify the core components of literacy
b) Identify the main processes in the development of literacy
c) Identify the potential blockages to the development of literacy in children with learning difficulties and disabilities
d) Identify the correct methodology techniques used in development of literacy
e) Set up, plan, prepare and use the different Multi-sensory techniques (oral, auditory and visual)
f) Use the Core Competences document and check lists for children with learning difficulties and disabilities

Provide support and assistance to parents and children in relation to any literacy difficulties

Advanced Introduction to Numeracy in the Classroom
(Number of ECTS: 2)
a) Identify the basic elements of numeracy.

b) Identify the Core Competences in relation to numeracy
c) Organise a Core competences check list
d) Identify the correct methodology techniques used in numeracy
e) Use different methodologies used in teaching numeracy
f) Use the different Multi-sensory techniques for numeracy (oral, auditory and visual)

Provide support and assistance to parents and children in relation to any numeracy difficulties

ICT in the inclusive classroom (Number of ECTS: 2)

a) Identify the different types of technologies used in teaching children with diverse needs, learning difficulties and disability
b) Identify the importance of ICT as a means towards inclusion and learning
c) Know and apply the role of ICTs in providing inclusive education for children with diverse needs, learning difficulties and disability
d) Identify various barriers that people with special needs face;
e) Identify and understand the particular role of ICTs in education for children with diverse needs, learning difficulties and disability
f) Identify and appreciate the benefits of using ICTs to satisfy the needs of persons with different kinds of learning difficulties
g) Organise education provision through ICT for children with diverse needs, learning difficulties and disability when applicable
h) Identify and apply the use of ICT in the multidisciplinary context to empower learning in children with diverse needs, learning difficulties and disability

Supporting Students with Diverse Profiles

(Number of ECTS: 5)

This module will focus on understanding the specific needs of the children with diverse profiles bringing out the differences and commonalities when working with children with this specific conditions. The conditions to be covered in this module will be:

1. intellectual impairment
2. Learning Disabilities
3. Challenging Behaviour
4. Multiple Disabilities
5. Physical Impairment

Visual and Hearing Impairment

Writing and Implementation of IEPs (Number of ECTS: 2)

a) Organise and be aware of the importance of having an effective and SMART IEP in place

b) Compose, set up, write and review an IEP according to the Universal Learning Design

c) Identify the best methods on how to implement an IEP

d) Evaluate and observe when the IEP needs adjustments and adapt the IEP as per the needs and progress of the children that are being supported;

e) Provide personal assistance to children, parents and other professionals teachers to ensure that the IEP is used to its maximum capacity

Collaborate with teachers and INCO in the formulation of the IEPS

Practical and Learners' Portfolio (Number of ECTS: 5)

a) Compose, set up and write an excellent learner portfolio

b) Identify the reasoning behind the importance of the learner's portfolio

c) Be reflective and able to evaluate work done with the children with diverse needs, learning difficulties and disability

d) Demonstrate through self-reflection

		the potential of children with diverse needs, learning difficulties and disability and that they have unique needs e) Understand and apply case study techniques f) Have the necessary theoretical framework to compile and create a group of resources that are adapted to the diverse needs/learning difficulties/disability of the child a) Work with children with various disabilities for at least 100 hour placement in a suitable work setting, therefore giving them an opportunity to put their in class learning into practice. **Final Assignment(Number of ECTS: 2)** a) Encourage children to get the best from their education by implementing plans and keeping them involved and interested b) Set up IEP and other plans for a child and be aware that they may need to be altered at any point c) Assist children with learning difficulties or disabilities in a confident professional manner d) Maintain continuous professional development e) Compose, set up and write an excellent learners portfolio f) Identify the reasoning behind the importance of the student portfolio g) Organise review, implement and maintain a student portfolio h) Provide personal assistance to all relevant parties therefore ensuring that the student portfolio is a success Observe if the student's portfolio has any deficiencies and take appropriate action
21	TEACHING, LEARNING ASSESSMENT PROCEDURES	Formative and summative assessment procedures which can include practice placement, MCQ tests and assignment
22	CONTACT DETAILS OF REGULATORY BODY FOR	https://education.gov.mt/en/Pages/educ.aspx

	COURSE LEADING TO REGULATED PROFESSION	
23	GRADING SYSTEM	Pass/Refer/Fail grading scale – Passmark 50%
24	PASS RATES	95%
25	REGISTRATION METHOD	- OFFICES 08:00h-17:00h [8 TRIQ L-IMHAZEN FLORIANA] - WEBSITE [www.futurefocus.com.mt] - VIA EMAIL [info@futurefocus.com.mt]
26	INFO FOR ENROLLMENT FOR THIRD COUNTRY NATIONALS	https://www.identitymalta.com/unit/central-visa-unit/