Top-up Diploma in Education (Facilitating and Adapting Education for Students with Diverse Needs)

Course Description
The course is intended to give candidates the necessary competencies to work professionally as Learning Support Educators (LSEs) especially with those children having diverse needs.
This qualification will provide the necessary theoretical knowledge, skills and competencies for candidates in the specialised area of educating and supporting children with diverse needs during their learning. Candidates will be able to understand child development, the nature and challenges of various diverse, and the appropriate pedagogical strategies. The course will enable candidates to develop and deepen their knowledge and skills in particular issues pertaining to inclusive education focusing specifically on various conditions that they might encounter in their everyday work as LSEs. Moreover, the programme of studies will enable them to develop their skills to work professionally with learners with diverse needs enabling them to be resilient, flexible and conversant with various pedagogical methodologies able to handle everyday difficulties that might arise especially with certain particular cases.

Overall Competences
Upon completion of studies, candidates will have:

a) Awareness and ability to assess issues related to child development and education with special emphasis on diverse needs and its application with a school setting
b) Awareness of the various diverse needs and their effect on learning and differentiate between the various diverse needs.
c) Best practice abilities in education of children with learning difficulties and diverse needs.
d) Ability to assess different levels of Literacy and Numeracy outcomes according to the National Curriculum (NMC) and its application for children with learning difficulties and diverse needs
e) Have the necessary skills to practice inclusion, valuing of diversity and equality
f) Be effective and efficient educators of children with diverse needs
g) Become fully professional in their work as Learning Support Educators abiding with their boundaries in collaboration with other professionals both in class and out of class Assess health and safety of children with diverse needs and take the necessary measures
h) Awareness on various issues related with education such as the effect of multiculturism, gifted children and apply the appropriate pedagogical strategies and resources
i) Ability of conducting basic research in the field of education related with children with diverse needs and disabilities
j) Ability to use and teach the use of AAC devices to children with diverse needs.
k) Ability to conduct sound research in inclusive education using various research methodologies

Every level of this qualification will enhance further the qualities required for a LSEs working with children with diverse needs preparing them to act professionally in various situations both in the classroom and in the school.

<table>
<thead>
<tr>
<th>ECTS</th>
<th>30 ECTS</th>
<th>Duration</th>
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<tr>
<td>MQF Level</td>
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<td>Price</td>
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<tr>
<td>Hrs/week</td>
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<td>Accredited Country</td>
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<td>Accreditation Body</td>
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Entry Requirements
Entry requirements for Top-up Diploma in Education (Facilitating and Adapting Education for Students with Diverse Needs) (Level 5)

1. ECDL or equivalent
2. Matsec level in English, Maltese, Maths and a fourth (4th) subject or equivalent or a proficiency test equivalent to Matsec in the three subject areas earning (MQF Level 3) – (all minimum Grade 5)
3. Advanced Matriculation Level (minimum grade E) (MQF level 4) or equivalent including VET qualifications
4. Present working as a Supply for the duration of the course or has worked or intends to work as an Supply/LSE in the near future (for placement purposes, the latter learner would need to find a voluntary placement)
5. Valid First Aid Certificate (lasting till till when the certificate is issued) or else the student makes a commitment that s/he will provide one by the end of this course.
6. Exception: For non-native English speakers, they will be exempted from Maltese, however they need to present another subject at the same level. Moreover, if they do not have an ‘O’ Level in English, they would need to present an English certificate in TOFL or IELTS.
7. Certificate in Education (Facilitating and Adapting Education) or equivalent

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Jesmond Friggieri and others</th>
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<tbody>
<tr>
<td>Blended</td>
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<td>Progression</td>
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<td>50 weeks</td>
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<td>Top-up Undergraduate Diploma in Education (Facilitating and Adapting Education for Students with Diverse Needs) (Level 5)</td>
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<tr>
<td>Module No: 2</td>
<td>BED002 Module 2</td>
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<tr>
<td>Type</td>
<td>Introduction to Adolescent Development (11-18 years)</td>
</tr>
<tr>
<td>Code</td>
<td>Jesmond Friggieri and others</td>
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<tr>
<td>Lecturer:</td>
<td></td>
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<tr>
<td>Course Description</td>
<td>This module builds on Module 1 where while the focus remains on adolescent development (0-18yrs), however emphasis will be on diverse needs of adolescents who do not reach development according to the norm. The module aims at presenting the present criteria for assessing diverse needs and the assessment tools usually used by other professionals such as Psychologists, Speech Language Pathologists, Occupational Therapists, Psychiatrists and others to determine the proper diagnosis of the children they work with. It is important for LSEs to understand by which criteria adolescents are assessed on for a condition and also the correct interpretation of the assessment so that the LSE can adapt correctly and accurately materials and implement behaviour strategies for these children that would be useful. In fact, due to increasing demands, Bowles et al (2016) “propose a three tier model of assessment functions that includes educational psychologists, special educators and teachers”. This module will cover the following topics: 1. Principles of adolescent development 2. Physical development in adolescents (11-18 years) 3. Cognitive development in adolescents (11-18 years)Socio-Emotional development in adolescents (11-18 years)Assessment of adolescent educational needs according to the adolescent</td>
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development
4. The three tier model (Bowles, et al, 2016)
5. Interpreting educational and psychological assessments
6. Referring students for re-assessments in collaboration with the teacher

Competences

a) Identify and explain the main development (physical, cognitive, socio-emotional) stages of adolescents development from (11-18 years)

b) Identify the educational needs of the children with diverse needs, compared to normal development during adolescence and develop educational resources according to the identified needs

c) Identify possible gaps between 'normal' development and 'delayed' development and develop strategies to deal with the diverse needs

d) Be aware of the different assessment methods encountered by an LSE and how these are used during adolescence

e) Interpret correctly assessments regarding children with diverse needs issued by various professionals

f) Identify situations when to refer children with diverse needs for assessment or reassessment

Assessment
This module will be assessed through a 1 hour examination whereby candidates would need to answer a number of short answer questions and multiple choice questions. The pass mark will be 50/100. The assessment should cover all the three main areas (physical, psycho-emotional and cognitive) of child development with practical reference to diverse needs including the assessments and areas of development. The exam will not hold any negative marking.

The learner needs to show that s/he has a critical mind towards how to understand child development in relation to different needs and able to analyse children with different needs in relation to development of educational resources.

Short Questions – 40%
MCQ – 60%

Module No: 4
Type
Compulsory
Code | BED102 | Title | Psychology of Learning II | |
Lecturer: | Jesmond Friggieri and others | No of ECTS | 2 | No of Hrs | 25hrs |

Course Description
This module builds on Module 3 that is Psychology of Learning I and aims at putting the theoretical perspective in more practical terms, taking the subject more from transversal perspective: The LSE should have good understanding of what is pedagogy and how the various perspectives of learning intertwines in practice. In fact, definitions of learning vary from ‘acquisition’, ‘participation’ and/or ‘knowledge creation’ (Sfard 1998, Qvortrup & Wiberg, 2013 in Qvortrup, Wiberg, Christenssen & Hansbol, 2016, p.8). While all could be considered aspects of learning on their merit, these need to be integrated in the everyday life of the educator. The module will take a critical perspective of the integrative process with special focus for students with diverse needs, even if these perspectives can
During this module the following content will be delivered:

1. What is pedagogy?
2. The application of pedagogy for children according the needs of the students.
   a) Learning as a Process of Active Engagement
   b) Learning as a Social Phenomenon
   c) Learner Differences as Resources
   d) Knowing What, How, and Why (Wilson & Peterson, 2006)
3. Conducting one-to-one interventions
4. Understanding curriculum design and application
5. Observations (prior to IEPs)

Resources and handouts according to the student’s readiness

### Competences

- a) Explain the importance of know pedagogy and how this is applied in the classroom
- b) Design adapted interventions, resources and handouts using the VARK method according to the readiness of children with diverse needs for learning new knowledge
- c) Use pedagogical tools for one-to-one session for children with diverse needs.

Organise activities that will aid any child who may have academic and psychological difficulties that are affecting learning

### Assessment

This module will be assessed through two part assignment: a presentation (40%) to the whole class whereby s/he shows strategies pertaining to learning models such as VARK according to a particular case study. The student will need to develop appropriate resources. This will be done as part of a groupwork. A 1000 word assignment (40%) consisting of a critical analysis of what could have been improved and validating the approach taken during the presentation. The analysis has to be backed up with reference to current literature and research giving valid reasons why such methods are effective and help improve learning in students with diverse needs according to the particular case study.

The pass mark will be 50/100 overall. Referencing of assignments should be according to APA style.

<table>
<thead>
<tr>
<th>Module No: 6</th>
<th>BED403</th>
<th>Title</th>
<th>Development as Professional Learning Support Educator II</th>
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<tbody>
<tr>
<td>Code</td>
<td>Jesmond Friggieri and others</td>
<td>No of ECTS</td>
<td>2 ECTS</td>
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### Course Description

This module aims continue to build on the skills acquired in Module 5 whereby the Support Educator would delve into more specific skills that would enable him/her to deal professionally in his/her work.

Such relationships need to be based on solid professional boundaries and ethical considerations safeguarding the safety of the child and his/her own health and safety while promoting learning.

The skills development during this module will strengthen the Support Educator’s resilience in front of difficulties that they might encounter in their relationships with students Educators “who experience difficulties in their personal lives or are socially or emotionally immature may be particularly susceptible to engaging in ‘at risk’ conduct/behaviours with students. The attention, admiration and sometimes adoration bestowed by students on a teacher can be overwhelming and
may be the catalyst for teachers to engage in inappropriate conduct, particularly when a teacher is emotionally vulnerable” (Government of Western Australia, 2017, p. 3). While keeping an ethical stance and setting the boundaries, the Support will understand better how to deal with Health and Safety issues including conducting an informal Risk Assessment, dealing with violent behaviour and follow School policies and standards with regards to difficult behaviour.

During this module the following content will be delivered:

1. Introduction to Professional Ethics
2. Principles of Ethics of Support Students with Diverse needs
3. Principles of Health and Safety
4. School Policies and Standards
5. Dealing with Violent behaviour and descalation

Risk Assessment of Health and Safety in the Classroom

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<th>Competences</th>
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a) Use professional boundaries both with within and outside the classroom setting with the assigned students, parents/relatives/guardians and other professionals;
b) Use the ethical standards both with within and outside the classroom setting with the assigned students, parents/relatives/guardians and other professionals;
c) Identify and practice school policies and procedures for children with diverse needs;
d) Identify critical and problem solving skills within the classroom;
e) Ensure health and safety measures to protect children with diverse needs.

Assessment

This module will be assessed through a three part assignment: 750 word assignment demonstrates the importance of ethical principles in the role of Support Educator and how to setting the right boundaries enable the him/her to support professionally children with diverse needs (50%). 2nd part of the assignment would be a health and safety risk assessment of the classroom according to a case study or a particular situation (25%) (250 words) and the third part of the would focus on a critical analysis of a standard procedure in relation to violent behaviour in schools and how the Support Educator should act in such a situation. (25% (500 words)

The pass mark will be 50/100 overall. Referencing of assignments should be according to APA style.

<table>
<thead>
<tr>
<th>Module No</th>
<th>Code</th>
<th>Title</th>
<th>Type</th>
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<tr>
<td>12</td>
<td>BED004</td>
<td>Inclusive communities beyond schooling</td>
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<th>Lecturer:</th>
<th>Jesmond Friggieri and others</th>
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<td>No of ECTS</td>
<td>2 ECTS</td>
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<td>No of Hrs</td>
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Course Description

Education is a part of the process of assisting children to develop their skills in order to be fully integrated in society. The role of the LSE is to assist students together with the teacher not only to be included within the class but in collaboration with the parents in the community. What happens and is learnt in class should always carry the perspective of how the skills developed will help the student to be integrated in society at present and in the future. “Appropriate integration may help to successfully solve social and education problems of children with disabilities, as well as achieve their equal rights and possibilities to participate in school community.” (Lelinjien,s, Kaušylien, 2012, 103)

In order to accelerate this integration, the LSE has to collaborate with all the other stakeholders: teachers, specialists, parents, classmates and also people outside of the school. (Lelinjien,s, Kaušylien, 2012). Moreover: “inclusive education has to integrate school and extra school dimensions. At school, inclusive education is interpreted as inclusive teaching methodologies; in the
extra school environment, it has to be interpreted as community education, disabled persons empowerment, empowerment of disabled persons’ associations.” (Italian Cooperation Action Plan for Disability, 2013, 10). The LSE shall encourage the school and the parents to create opportunities out of school in order to help in the integration of the student within society. Thus the aim of the module is to assist candidates to learn how to develop strategies and provide skills development to the students with diverse needs that help the student integrate both within the community while s/he is at school and also in the future. Every skill might prove to be valuable for that student to integrate as much as possible in society. The LSIs need to be aware that helping students achieve certain core competences for instance for dyslexia, will enable them to integrate much easier on the work place.

During this module the following content will be delivered:
1. Principles of the Partnership between Schooling, Community and Families
2. Benefits of this partnership
3. Strategies how students with diverse needs can be integrated in society
   Effects of strategies that are used during school serve for community Integration

**Competences**

a) Define the importance of community involvement of persons disability beyond schooling
b) Be conversant with the numerous ways how the student can be integrated and active in the community as a person with disability
c) Use teaching practices that will enhance the child’s involvement in the community
d) Be acquainted with numerous community projects which children with diverse needs might benefit
e) Propose community projects into school to enhance inclusion of persons with disability within society

**Assessment**

This module will be assessed through a 1 hour examination divided as follows:
1. Short Questions (60%)
2. MCQ: questions related to how to promote learning in order to help students integrate in the community (40%)

The pass mark will be 50/100 overall.

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<tr>
<th>Module No: 13</th>
<th>Code</th>
<th>Type</th>
<th>Lecturer: Jesmond Friggieri and others</th>
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<th>Compulsory</th>
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<tr>
<td></td>
<td>BED005</td>
<td>Introducing Psychology of Health and Health Education</td>
<td>2 ECTS</td>
<td>25hrs</td>
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**Course Description**

Any educator needs to be conscious of the well-being of children from all perspectives, including from a mental health and physical perspectives. This module aims at helping the educator to understand the importance of health impact on the learning process. It also enhances the holistic perspective towards education where it does not only revolve on the academic success only but also on other aspects of life including health. The course bring awareness that healthy students are more ready and able to learn and are less likely to experience negative academic impact than students who engage in risky health behaviors (academic failure, lower test scores, truancy, absenteeism, etc.). (Robert Wood Johnson Foundation, 2016, Retrieved from https://www.rwjf.org/en/library/research/2016/09/the-relationship-between-school-attendance-and-health.html).

Furthermore the Directorate for Educational Services promotes a healthy lifestyle through its policies on the four pillars proposes by UNESCO ‘Education for All’. The Healthy Lifestyle Policy (Ministry for Education and Employment, 2005) believes that ‘an integral component of the ‘learning
to be’, is learning how to make healthy choices and live a healthy life’ (p. 3). The LSE needs to be aware of this vision of promoting healthy lifestyle schools, being health literate and gives a good example within the parameters of this framework.

Health education directly contributes to students’ ability to practice behaviours that protect and promote health and avoid or reduce health risks. Providing students time to practice and master health education skills better positions them to achieve academic success, develop healthy lifestyle habits, make healthy and informed decisions and improve health literacy throughout their lives.

During this module the following content will be delivered:
1. Definition of Health Psychology
2. Health and child development especially with reference cognitive and social development
3. Effects of health on child’s learning
4. Health Policies (Directorate for Educational Services)
5. Strategies how to promote healthy living for children with diverse needs

Competences
a) Define health behaviours, health habits, and primary prevention with regards to nutrition, physical exercise and other attitudes promoting well-being
b) Promote health and well-being and describe the influencing factors with special reference to children with diverse needs and the Maltese context
c) Summarize how nutrition and other health activities affect learning and how this is particular to the Maltese context
d) Summarize the relationship of individual difference variables, social factors, emotional factors, cognitive factors, perceived symptoms, and factors related to access to medical care to health behaviours.
e) Prevent health-habit factors from undermining health practices especially with regards children with diverse needs and within the schooling system.
f) Summarize the findings of research investigating the success of health promotion and primary prevention efforts across the child development with special reference to children with diverse needs.
g) Describe gender differences in health behaviours in the Maltese context with special reference to children with diverse needs
h) Identify the effectiveness of attitudinal approaches and differentiate between the different approaches.
i) Define and discuss self-efficacy and explain the relationship between self-efficacy and health behaviors.
j) Explain the role of the LSE in promoting healthy attitudes and how these are implemented within the classroom
k) Describe and implement the Education policies with regards to Health and Well-being such as healthy eating, etc.

Assessment
This module will be assessed by a 1500 word assignment where the learner needs to demonstrate:
1) The relation between Health and Learning
2) Research in the fields of the Health and Education
3) Strategies to promote healthy living especially in relation to children with diverse needs.

The pass mark will be 50/100 overall.

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<th>Module No: 15</th>
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<tr>
<td>Code</td>
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<tr>
<td>Lecturer:</td>
<td>Jesmond Friggieri</td>
<td>No of ECTS</td>
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<tr>
<td>No of ECTS</td>
<td>3 ECTS</td>
<td>No of Hrs</td>
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Course Description

Diagnosis of Children with Autism Spectrum Disorder (ASD) has become a very common occurrence and statistics show that more children are being diagnosed with this condition (Charron, 2017). In fact WHO considers that globally one child in 160 is diagnosed with Autism. In the United States it is one child in 68. In Malta we do not have the number but ‘it not uncommon’ (Bezzina Wettinger, 2017). Moreover this has been re-defined in the (DSM 5, 2015) whereby the idea of spectrum disorder has been reinforced while certain conditions that were diagnosed apart now are being classified under this disorder. Support Educators are allocated students with ASD and thus they need first and foremost to understand the condition and severity level of that condition and how this condition might affect the student. Children diagnosed with Autism highly differ in their abilities ranging from profound disability to high functioning. This module aims at presenting the variety and diversity of the manifestation of the ASD and how the Support Educator is able to support these students in such a variety in the severity of this condition.

It will also focus on understanding the specific needs of the children with ASD and how they can be helped academically according to the level of severity together to the prognosis in such variety. This module will be an introduction to various strategies that according to evidence prove to be effective with such group of children such as Augmentative and Alternative Communication, Applied Behaviour Analysis and others.

During this module the following content will be delivered:
1. Definition and Characteristics of Autism Spectrum Disorder (ASD)
2. Causes of Autism Spectrum Disorder (ASD)
3. Diagnosis and Assessment of Autism Spectrum Disorder (ASD)
4. Introduction to ABA and Positive Behavior Supports
5. TEACCH Model
6. Other Models and strategies

Competences

a) Identify the characteristics of learners with autism spectrum disorders
b) Explain the Causes and prevalence of autism
c) Assess the educational and behavioural levels of children with Autism Spectrum Disorder (ASD)
d) Choose best teaching strategies specific to Autism Spectrum Disorder (ASD)
e) Become familiar with the process of creating a lesson plan for students with Autism Spectrum Disorder (ASD)
f) Discuss and collaborate with other professionals and the parents for the benefit of children with Autism Spectrum Disorder (ASD)
g) Suggest and use technology in order to support and enable learning of children with Autism Spectrum Disorder (ASD) in the appropriate manner;
Suggest possible goals for the IEP for children Autism Spectrum Disorder (ASD)
h) Record and communicate progress of children with Autism Spectrum Disorder (ASD) to parents and other professionals.
i) Be aware of the role Autism Spectrum Support Team within the National Support School Services (NSSS)

Assessment

This module will be assessed through a 2000-word assignment where students will work individually or as a group in order to demonstrate their understanding of Autism Spectrum Disorder (ASD). The candidates will be presented with a case study from the local context, asked to show understanding of a case study (25%), critically analyse the case study, identify the needs of the particular child in the case and develop a number of educational/behavioural goals, strategies and resources for a
student in the case study (55%). Moreover they will be required to critically analyse the choice of the strategies to be used with reference to current literature (20%).

The pass mark will be 50/100 overall. Referencing of assignments should be according to APA style.

<table>
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<tr>
<th>Module No: 16</th>
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<td></td>
<td>BED203</td>
<td>Supporting Learners with ADHD/ADD</td>
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<td>33hrs</td>
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<tr>
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<tr>
<td></td>
<td>Friggieri</td>
<td>others</td>
<td></td>
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<tr>
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<td>3</td>
<td>No of Hrs</td>
<td>33hrs</td>
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**Course Description**

The condition of ADHD has been revised in the DSM 5 (2013), whereby a more clear classification of the condition have been identified. Students attending school could be diagnosed either with attention-deficit (ADD), or hyperactivity/impulsivity (ADHD) or combined. Moreover, the characteristics the DSM 5 has clarified the characteristics of those who are diagnosed with ADHD/ADD (Galea, Sciberras, Galea, 2014). The latter note the increase of the use of Ritalin (medication given for ADHD) between 2000 and 2013 whereby it means that more children have been diagnosed with the condition and are being treated for the condition which is also confirmed by Camilleri, Saliba, Calleja Stafrace (2017) whereby 5.4% of children have been diagnosed with ADHD/ADD.

Thus LSEs are liable to have more students that are diagnosed with this condition and thus they need to have the necessary knowledge both to understand and deal in the correct manner. Moreover Camilleri, Saliba and Stafrace (2017) note that children under treatment with various interventions have improved. This might also apply to the educational settings. Moreover stories of persons with ADHD/ADD have shown that they can be fully successful as much as others without (Kessler, n.d) This module will specifically enable a better understanding of children with diverse needs due to ADHD/ADD and the differences between the three combinations and how they can develop the necessary and effective resources and strategies both on an academic and behavioural level according to the needs of the students through evidence-based practice. ..

1. Definition and Characteristics of ADHD/ADD
2. Understanding the three combinations of ADHD/ADD
3. Causes of ADHD & Diagnosis and Assessment of ADHD/ADD
4. Behavioural Control Strategies
5. Services Offered

**Competences**

a) Identify the characteristics of learners with ADHD/ADD
b) Explain the Causes and prevalence of ADHD/ADD
c) Assess the educational and behavioural levels of children with ADHD/ADD
d) Choose best teaching strategies specific ADHD/ADD
e) Become familiar with the process of creating a lesson plan for students with ADHD/ADDDiscuss and collaborate with other professionals and the parents for the benefit of children with ADHD/ADD
f) Suggest and use technology in order to support and enable learning of children with ADHD/ADD in the appropriate manner;
g) Suggest possible goals for the IEP for children with ADHD/ADD
h) Develop an Inclusive Behaviour Plan
i) Record and communicate progress of children with ADHD/ADD to parents and other professionals.

**Assessment**

This module will be assessed through a 1.5 hour examination divided as follows:
1. Short Questions or MCQ: questions related to ADHD condition (40%) and
2. One long question (that might be split into different short questions) based on a case study (60%)

The pass mark will be 50/100 overall. Referencing of assignments should be according to APA style.

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<tr>
<th>Module No: 17</th>
<th>Code</th>
<th>Type</th>
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<th>No of Hrs</th>
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<td>BED204</td>
<td>Supporting Learners with Specific Learning Difficulties (SpLD)</td>
<td>Jesmond Friggieri</td>
<td>3 ECTS</td>
<td>33hrs</td>
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<td>and others</td>
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**Course Description**

“Learning Disorder is recognized by health professionals as a cognitive neurobiological disorder and/or language processing caused by atypical brain functioning” (Ferreira Lopes, Pinheiro Crinette, 2013, p. 1214).

Having a module on SpLD (a specialised unit also exist under the Directorate for Educational Services to assess such conditions and support teachers) will enable Support Educators to be well-equipped to assist the teacher in helping these students. In fact, Ferreira Lopes, Pinheiro Crinette (2013) state that “the results evidenced that their knowledge about learning disorders is superficial and biased, because during their academic education, they did not have any courses about the theme.” (p,1224) and thus having knowledge on the conditions would enable Support Educators to work professionally with students in order to enhance their academic success.

Some of the students with SpLD are not statemented; however it is known that these students need support along their academic progression whether because of dyslexia, dyscalculia or other correlated difficulties. Thus LSEs have an important role in assisting the teacher to help these students especially when it comes to adapted work and facilitating learning. This module will focus on understanding the specific needs of the children with diverse profiles with special focus on Specific Learning Difficulties (SpLD). The aim is to bring out the differences and commonalities and the best evidence-based strategies that help these children.

The module will cover the following topics:
1. Definition and Characteristics of SpLD
2. Causes of SpLD
3. Diagnosis and Assessment of SpLD Teaching Strategies
4. Services Offered
5. Other Models and strategies

**Competences**

a) Identify the characteristics of learners with SpLD  
b) Explain the Causes and prevalence of SpLD  
c) Assess the educational and behavioural levels of children with SpLD  
d) Choose best teaching strategies specific SpLD  
e) Become familiar with the process of creating a lesson plan for students with SpLD  
f) Discuss and collaborate with other professionals and the parents for the benefit of children with SpLD  
g) Suggest and use technology in order to support and enable learning of children with SpLD in the appropriate manner;  
h) Suggest possible goals for the IEP for children with SpLD  
i) Record and communicate progress of children with SpLD to parents and other professionals.  
j) Be aware of the role of Specific Learning Difficulties Unit within the College Setting

**Assessment**
This module will be assessed through a 2000-word assignment where students will work individually or as a group in order to demonstrate their understanding of SpLD. The candidates will be presented with a case study from the local context, asked to show understanding of a case study by developing a 3 month strategy for the student in the case study (25%), critically analyse the case study, identify the needs of the particular child in the case and develop a number of educational/behavioural goals, strategies and resources for a student in the case study (55%). Moreover they will be required to critically analyse the choice of the strategies to be used with reference to current literature (20%).

The pass mark will be 50/100 overall. Referencing of assignments should be according to APA style.

<table>
<thead>
<tr>
<th>Module No: 37</th>
<th>Type</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>BED410</td>
<td>Title</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Jesmond Friggieri and others</td>
<td>No of ECTS</td>
</tr>
</tbody>
</table>

**Course Description**

The use of technology has become an integral part of the classroom: interactive boards, tablet and laptops/computers. Students have raised their expectations and expect the teacher to use technology to present the subjects during lessons. While it increases concentration and interaction, it enhances the teacher’s explanations through visuals, learning through fun and play especially at the primary level. ICT helps student to connect and learn at their own pace apart from being fun (Cox, n.d. Retrieved from: http://www.teachhub.com/benefits-technology-classroom). ICT is an important tool in preparing adapted work and facilitate its implementation for students. Moreover, the LSE can personalise the learning experience for the student according to his/her needs (Mata, 2015, Retrieved from: https://centretechnologies.com/importance-of-technology-in-the-classroom/). Personalising the experience can be highly beneficial as it targets the academic levels of the student while using the best mode through which the student learns. Thus, it is essential for the LSE to know the benefits of technology, how to use the technology, how to connect on device to another as this would be part of the learning process within the classroom.

Technology has advanced so much that devices specifically for persons with disability were developed using last technology to assist persons with severe disabilities to learn and communicate. This mostly refers to an alternative method to communicate. Augmentative and Alternative Communication which was mostly hard copy has become mostly technological with devices that help the student communicate. It is part of the learning process and the support that the LSE should offer to help the student learn to use such devices. Iacono, Trembath & Erickson (2016) say that there is growing evidence of the benefits of AAC for children with autism, but there is a need for more well-designed studies and broader, targeted outcomes (p. 2349). The non-technological AAC aspect will be taught as part of the strategies in the module on Autism, even this is used by students having other conditions such as sign language.

This module is split into two: the first part will focus on ICT in general while the second module (Module 42) will focus more on devices available for diverse needs that fall under AAC.

During this module the following content will be delivered:

a. The understanding of ICT developments in relation to children with diverse needs with special focus on AAC devices
b. Different technologies in ICT as Assistive technology
c. Practical ICT activities and strategies that can be used in the classroom to motivate students
d. Integration of ICT and AAC activities in the curriculum as a means towards learning for core subjects

**Competences**
a) Identify and understand the importance of providing inclusive education to achieve equal opportunities for all;
b) Describe and discuss the importance of ICT in relation to education needs of children with diverse needs

c) Identify, evaluate and analyse the role of ICT in providing inclusive education for students with SEN;
d) Understand and critically and reflectively select and use ICT and AAC according to exclusive needs of students;
e) Identify and understand the appropriate educational conditions for successful application of ICT and AAC for children with diverse needs

f) Use correctly ICT and AAC devices with children with diverse needs for educational purposes

g) Describe and implement the ICT policy used with the Maltese educational system.

**Assessment**

This module will be assessed through an assignment of 1500 words where students will work individually or as a group. Students need to demonstrate good understanding the importance of ICT as part and a means towards achieving inclusive education and also the implementation in practice how ICT devices are used with different students having diverse needs. They have also to show how to critically evaluate the technology that can be adaptable and that could facilitate learning for students having disability.

The pass mark will be 50/100 overall. Referencing of assignments should be according to APA style.

<table>
<thead>
<tr>
<th>Module No: 41</th>
<th>Type</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>BED502</td>
<td>Practical in Supportive Work in the Classroom II</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Jesmond Friggieri and others</td>
<td></td>
</tr>
<tr>
<td>No of ECTS</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>No of Hrs</td>
<td>200 hrs</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

When working with people, practice is an essential part of the learning process. In this module, the learner is expected to learn how to evaluate and reflect upon his/her everyday practice. “Teaching requires adapting. We need to continually reflect on our teaching and be ready to make changes when appropriate (e.g., something is not working, we want to try something new, the student population has changed, or there are emerging issues in our fields). Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness.” (Carnegie Mellon University, 2018, Retrieved from [https://www.cmu.edu/teaching/principles/teaching.html](https://www.cmu.edu/teaching/principles/teaching.html)).

The LSE who collaborates with the teacher needs to equally reflect and examine the resources developed, whether these are reaching the IEP goals and review together with the teacher, INCO and parents these goals if necessary.

The LSE has to examine whether his/her practice is:

a) “learner-centred approaches to teaching and learning;
b) reflective teaching and learning;
c) learning that is practical and active (as opposed to a passive transmission-absorption model of learning);
d) learning that links practice to theory (rather than vice versa);
e) learning that encompasses ‘the community’, rather than delimited by the physical boundaries of the school. (Ebbutt & Elliott, 1998)

The LSE during this module is expected that to show that:

a) s/he is able to develop and use the appropriate resources
b) s/he has the right attitude when supporting learners
c) s/he is able to review and evaluate in the correct his/her own practice
d) s/he is able to reflect and see whether she is able to improve his/her own skills
e) s/he is able to reflect on her own attitude and behaviour in relation to the student/s s/he is supporting.

In order to achieve the above the learner is expected to record the hours and self-reflections and evaluations on a weekly basis and include resources developed. This has to be supported with references to theories and current literature and research.

(this is one the three modules that focus on the practical component of the course)
The Competences and outcomes of this module are identical with the previous as this is a continuation of Module 40

| 1. Aims and objectives of placement |
| 2. Presentation of logbook          |
| 3. Formulating SMART Goals         |
| 4. Outcomes expected during placement |

### Competences

The learner will be able to:

- **a)** Compose, set up and write an excellent learner portfolio
- **b)** Explain the importance of personal development even during practice.
- **c)** Be reflective and able to evaluate work done with the children with diverse needs, learning difficulties and disability
- **d)** Write SMART goals
- **e)** Demonstrate through self-reflection the importance to develop the potential of children with diverse needs.
- **f)** Work professionally under supervision of other professionals
- **g)** Compile and create a group of resources that are adapted to the diverse needs/learning difficulties/disability of the child based on evidence and research
- **h)** Support learners with diverse needs for at least 180 hour placement in a suitable work setting, therefore giving them an opportunity to put their in class learning into practice.

### Assessment

This module will be assessed as follows:

1. Two visits where an external tutor will observe the learner how s/he is working with students with diverse needs (25%/25%)
2. The external tutor will check and verify that the learner knows how to build a student file according to the procedures of the Directorate for Quality Standards of Education (DQSE) (See no 4 in the the Core Reading list) including the Daily Schedules (25%)
3. The learner has to do a number of self-reflections and self-evaluations along the placement and how s/he can improve on her work. S/he will be assessed on the portfolio. (25%)