

CC EDUCATION ACADEMY

PROGRAMME STRUCTURE

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CC EDUCATION ACADEMY
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INTRODUCTION

Society is heterogeneous and schools should reflect the society we live in. Every student, regardless of their background or condition, whether temporary or permanent, has a right to a full and equitable education. For this reason, every educator and practitioner working with students plays a vital part in a child's life. We are all part of the fabric that makes our educational system. A fabric that is only as strong as each of its threads. Effective practitioners have not only the right attitude but also the required knowledge and tools. The following courses were crafted with this philosophy in mind – for you to be the best possible person when working with children and young people.

CC Education Academy is committed to providing quality education for its students and empowering educators through high-quality training. The academy ensures that its educators can effectively overcome challenges, enabling them to deliver inclusive education to their future learners.

THE ACADEMY

CC Education Academy is an online fully accredited Further and Higher institution (License number: C101606) which seeks to provide curricula that prepare learners not only with the theory and knowledge of the latest research possible, but also with tools on how to use such knowledge in their everyday practice. The Academy aims to make society better for all, by training educators in delivering lessons which are inclusive and equitable.

CC Education Academy aims to provide:

- Online tuition to enable learners to participate from home
- Programmes that are designed with a theoretical and practical aspect in mind
- Availability of one-to-one sessions for learners who might be struggling
- Affordable prices
- Fully qualified tutors

CC Education Academy provides programmes specifically focused on the education sector, The Academy currently offers a range of fully online programs culminating in qualifications up to a Masters level. The only exception to this online format is the placement element for selected programmes, which is integrated into the practical experience required for students.

CC Education Academy strives to distinguish itself from other institutions by offering excellent student services, engaging highly qualified tutors with extensive experience in the field, and delivering a relevant education that meets the needs of today's educators.

The academy prioritizes student support, ensuring that learners receive personalized guidance throughout their educational journey. By attracting top-tier tutors who bring a wealth of knowledge and practical experience, CC Education Academy enhances the learning experience, providing students with insights that are both theoretical and applicable in real-world settings.

Additionally, the curriculum is designed to be relevant and responsive to the evolving demands of the education sector, ensuring that graduates are well-prepared to meet the challenges they will face in their careers.

In 2025/2026, the Academy is offering the following programmes:

NAME OF CERTIFICATION	MQF LEVEL	TOTAL ECTSs
PROFICIENCY CERTIFICATION IN THE MAIN SUBJECTS		
AWARD IN MATHEMATICAL PROFICIENCY	3	6
AWARD IN COMPETENCY IN THE ENGLISH LANGUAGE	3	6
AWARD IN MALTESE PROFICIENCY	3	6
CERTIFICATION RELATED TO CHILDCARE AND KINDERGARTEN		
AWARD IN EARLY CHILDHOOD EDUCATION AND CARE	4	16
UNDERGRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION AND CARE	5	60
BACHELORS OF EDUCATION IN EARLY CHILDHOOD EDUCATION	6	120
CERTIFICATION RELATED TO THE ROLE OF LSE		
AWARD IN PROVIDING INCLUSIVE EDUCATION	4	15
UNDERGRADUATE CERTIFICATE IN PROVIDING INCLUSIVE EDUCATION	5	30
UNDERGRADUATE DIPLOMA IN PROVIDING AN INCLUSIVE EDUCATION	5	60
BACHELOR'S DEGREE (WITH HONOURS) IN INCLUSIVE EDUCATION	6	180
CERTIFICATION RELATED TO THE ROLE OF HEAD OF DEPARTMENT (INCLUSION)		
STANDALONE AWARDS IN INCLUSIVE AND EQUITABLE EDUCATION	7	8
POSTGRADUATE DIPLOMA IN INCLUSIVE AND EQUITABLE EDUCATION	7	60
MASTERS IN INCLUSIVE AND EQUITABLE EDUCATION	7	90
CERTIFICATION RELATED TO OTHER POSTS WITHIN THE EDUCATION		
AWARD IN TEACHING MENTAL HEALTH LITERACY	7	8
AWARD IN WHOLE SCHOOL APPROACHES TO MENTAL HEALTH LITERACY	7	8

AWARD EDUCATION AND INTERVENTION FOR STUDENTS WITH MENTAL HEALTH CONDITIONS	7	8
AWARD IN UNDERSTANDING STUDENTS WITH MENTAL HEALTH CONDITIONS	7	8
MASTERS OF EDUCATION IN MENTAL HEALTH LITERACY	7	90
CERTIFICATION RELATED TO LEADERSHIP ROLES WITHIN THE EDUCATION		
POSTGRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP	7	45
MASTERS OF EDUCATIONAL LEADERSHIP	7	90

These programmes will enhance skills and create new employment opportunities for Learning Support Educators (LSEs), teachers, Deputy Heads, and Heads of Schools as well as Kindergarten Assistance and childcare educators. By participating in targeted training and development initiatives, educators can improve their classroom management abilities, foster inclusive educational environments, and advance their professional qualifications. This not only benefits individual career paths but also contributes to the overall effectiveness of educational institutions.

THE TEAM

The Administration Team is led by Ms Claudette Rodgers, who serves as the Head of Institution at CC Education Academy and holds additional responsibilities in educational leadership and policy within the institution. Ongoing academic affairs are overseen by Dr Pace, who serves as the Lead Programme Coordinator and also contributes to curriculum development and quality assurance. Both members play significant roles beyond their primary titles, supporting various strategic and operational aspects of the Academy.

ACADEMIC STAFF

The staff at CC Education Academy are carefully chosen to ensure they possess not only the necessary academic qualifications but also relevant professional experience to provide high-quality knowledge in their fields. Close collaboration among team members is essential, and to minimize changes in tutors for students, selected candidates are often assigned to teach different modules within the same programme.

Academic staff work together to ensure that programme delivery meets established standards, and all team members commit to upholding the Academy's core values.

ONLINE PROGRAMME DELIVERY

All lessons are conducted online, with a strong emphasis on encouraging student participation and active involvement. Online lectures are delivered either asynchronously or synchronously via ZOOM. To enhance engagement and understanding, these lectures are complemented by multimedia resources such as slideshows, interactive simulations, and demonstrations.

Live lectures

Lessons are meticulously crafted by fully qualified tutors who collaborate closely with the program designer to develop relevant and engaging material. During live lectures, dynamic presentations are utilized, which are also made accessible on the LMS portal for further reference. The lessons are designed to actively engage students in the learning process, fostering an environment that encourages participation and critical thinking.

Tutors are consistently reminded to ensure that all students are fully involved in the lesson, promoting a collaborative learning atmosphere. Additionally, all lessons are recorded for later viewing, allowing students to revisit coursework and review any information they may have missed. This approach not only supports their understanding but also reinforces their learning experience, empowering them to take charge of their education.

Language

During the first lesson, the lecturer is asked to assess the preferred language of instruction (Maltese or English) based on the needs of the students present. This does not imply that the lessons will be conducted exclusively in one language. If there are students who struggle with Maltese, explanations will be provided in English, while also offering clarifications in Maltese for those who may need additional support.

During discussions, some Maltese-speaking students may naturally switch to Maltese. In such instances, the student is allowed to complete their point, after which the lecturer translates the key points into English to ensure all students benefit from the discussion. Course materials and notes are provided in English, and all assignments are completed in English, as proficiency in the language is a fundamental requirement of the course. This

approach fosters an inclusive learning environment while maintaining a strong emphasis on English language skills.

Group work

Group work sessions are integrated into the lessons, allowing students to collaboratively discuss diverse perspectives and engage in case studies related to the subject matter, all under the guidance of their tutors. These sessions not only enhance opportunities for participation but also foster a collaborative learning environment where students can learn from one another's experiences. By working together, students develop critical thinking skills and gain insights that enrich their understanding of the material, ultimately promoting a deeper grasp of the concepts being studied. This interactive approach encourages teamwork and communication, essential skills for their future professional placements. Group work is facilitated by the use of ZOOM rooms, which enables discussions in smaller groups.

Online quizzes

Lecturers frequently incorporate online quizzes to actively engage students, prompting them to share their opinions and insights. These quizzes serve not only as a catalyst for further discussion but also as an effective introduction to the program's key concepts. By encouraging students to express their thoughts, lecturers create an interactive learning environment that stimulates critical thinking and fosters a sense of community among participants. This approach not only enhances student engagement but also helps to tailor subsequent discussions to better address the interests and perspectives of the class, ensuring a more personalized and enriching educational experience.

One to one sessions

Individual one-on-one sessions are offered throughout all programmes, providing personalized support tailored to each learner's needs. These sessions can be conducted virtually through video conferencing or via phone calls, depending on the preferences of the student. This flexible approach ensures that each learner receives customized guidance and clarification on course material, fostering a deeper understanding of the subject matter. By prioritizing individual attention, these sessions empower students to address specific challenges, ask questions, and engage in meaningful dialogue, ultimately enhancing their overall learning experience and academic success.

Reading Material

Reading materials are provided for self-study to enhance understanding, stimulate critical thinking, and serve as a foundation for further exploration and analysis of course topics. Specific subjects and papers are discussed during lessons and often serve as the basis for forum discussions. This approach ensures that learners are actively engaged in their studies while also assessing their comprehension of the material presented. All material for reading is provided by the academy and it is envisioned that the academy will also have an online library for the students.

ASSESSMENT METHODS

Forums

Forums are used as one of the selected assessment methods for the modules, as well as to enhance participation.

Forums are available for each module, offering a platform for learners to engage in asynchronous guided academic discussions, share their perspectives, and exchange ideas with peers and lecturers. In addition to promoting active participation and dialogue—allowing learners to work at their own pace—these forums facilitate peer-to-peer learning, collaborative learning, critical thinking, and reflection. Learners are encouraged to adhere to established netiquette guidelines, which emphasize respectful communication, clarity and conciseness, active participation, and other important considerations. Familiarity with these guidelines helps ensure that all participants contribute to a positive and productive learning environment.

Projects

Certain modules are assessed through projects, requiring students to complete a brief write-up and prepare relevant resources or materials related to the subject matter covered in the module. This approach ensures the practical application of the theoretical concepts taught during the lessons.

Tasks

Modules that focus on practical content, such as the MAP and IEP Active Participation and Execution module, will utilize practical assessment methods. In these assessments, learners are expected to apply their knowledge by working on various case studies or drafting Individualized Education Programs (IEPs), MAPs, and other essential documents. This hands-on approach not only reinforces theoretical concepts but also equips students with the skills necessary for real-world application.

Assignments

Some modules are assessed through formal assignments, with word counts varying based on the subject and guidelines set by the MFHEA. Students are expected to demonstrate appropriate academic writing skills, which include proper referencing, suitable vocabulary, and correct formatting. Dedicated sessions are provided for students to focus on designing and developing their assignments.

Once a student has completed their work, a formative assessment phase follows. During this phase, one of the tutors evaluates the assignment and provides constructive feedback. This allows the student to refine their content and improve their work before submitting it for a final grade. This process ensures that students receive more than just a mark; they gain valuable insights that enhance their learning experience and foster academic growth.

Tests

Certain modules include open-book tests as part of their assessment, which require learners to have completed all coursework and achieved the program's learning outcomes. This type of assessment allows students to demonstrate their ability to locate answers and respond to relevant questions effectively. To alleviate any pressure associated with time constraints, these tests are not timed, enabling learners to focus on providing thoughtful and comprehensive responses..

Practice Placement

Some of the programmes involve the practical element. The purpose of the placement is to provide learners with practical knowledge while minimizing disruption to the school environment and ensuring minimal distress for children with a statement of needs. As such, students who are already assigned to a child will conduct their practice placement with that student. However, student LSEs who do not yet have a learner assigned to them will have up to two calendar years to complete their placement, rather than taking over a child assigned to another LSE for the duration of the placement.

Visits: The student anticipates up to three visits during each placement. These visits will be formally evaluated by qualified individuals who possess a thorough understanding of the educational system and the program's expectations.

Student file: By the end of the Practice Placement, students are also assessed through their learner's file, which they have to compile throughout their work experience. The needs to include documents that are significant to the everyday duties of a LSE, as well as additional exercises that are not compulsory as an employee, yet beneficial to their work.

Interview: The interview assesses the students on their ability to discuss their work experience with a competent individual who is knowledgeable on the inclusive practices and the different educational paths. Through the interview, the learners will be expected to discuss their students' current level, show an inclusive mindset, and reflect on their own performance.

Dissertation

For MQF Level 6 and above, students are tasked with preparing and composing a research project within the educational field. They are expected to adhere to established guidelines while applying the knowledge and skills acquired throughout the programme. With the guidance of an assigned tutor, students are requested to conduct ethical and rigorous research, ensuring that their work is both fair and credible. This project not only serves as a culmination of their studies but also provides an opportunity for students to contribute meaningfully to the field of education through their findings and insights.

Case studies

Real-world scenarios related to the studies being followed will be presented, addressing the various challenges that one might encounter in their professional field. Learners will analyse the situation, propose solutions, and defend their decisions.

Presentations

Students get the opportunity to present their research findings, proposed solutions, or philosophies to the class in a formal setting.

MQF 3 QUALIFICATIONS

MATHS - MALTESE - ENGLISH

CC Education Academy is an inclusive institution, and strives to accommodate students coming from different paths in life. As an institution, we recognise that not everyone has had the opportunity to obtain their O'Levels.

The Academy offers a basic programme in Maths, Maltese and English, recognised at MQF3.

These programmes can serve either to fulfill an entry requirement for one of our courses, or to prepare the students for the LSE exams which, to date, are being accepted by the MEYR instead of a pass in Maths, Maltese and English O'Level.

AWARD IN MATHEMATICAL PROFICIENCY

MQF LEVEL 3

Credits: 6 credits (ECTS)

Length of course: Approximately 16 weeks

Criteria for admission: Candidates must be 16 years of age

Language of Instruction: English

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €150 + €20 for LMS registration

Course Overview

This programme will consist of online lectures spanning over sixteen weeks, with one lecture a week. It will consist of four modules: a) Number b) Algebra c) Shapes, Space and Measures d) Data Handling. Topics are scaffolded so that students build on previous knowledge. Both pencil and paper methods as well as calculator methods will be used. Emphasis will be put on how the mathematics learnt is used in daily life and how different methods can be used to arrive at the same answer.

Course Structure

Award in Mathematical Proficiency				
Module title	ECTS	Assessment Methods*		MQF Level
Number	2	Practice Exercises	End of course test	3
Algebra	2	Practice Exercises	End of course test	3
Shapes, Space and Measures	1	Practice Exercises	End of course test	3
Data	1	Practice Exercises	End of course test	3

AWARD IN COMPETENCY IN THE ENGLISH LANGUAGE

MQF LEVEL 3

Credits: 6 credits (ECTS)

Length of course: Approximately 12 weeks

Criteria for admission: Candidates must be 16 years of age

Language of Instruction: English

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €150 + €20 for LMS registration

Course Overview

This course is intended for adults who need an intermediate-level course in the English language. CC Education Academy will be providing Inclusive Education courses to prospective Learning Support Assistants, and this course will be recommended to those students who need more practice in the English language. This course will give them a twice-weekly practice session, in listening, speaking, and writing.

Course Structure

Award in Competency in the English Language			
Module title	ECTS	Assessment Methods*	MQF Level
Reading	1	Practice Exercises	3
Grammar	1	Practice Exercises	3
Vocabulary and Language	1	Practice Exercises	3
Listening	1	Practice Exercises	3
Speaking	1	Practice Exercises	3
Writing	1	Journalling	3

AWARD IN MALTESE PROFICIENCY

MQF LEVEL 3

Credits: 6 credits (ECTS)

Length of course: Approximately 12 weeks

Criteria for admission: Candidates must be 16 years of age and have good knowledge in Maltese spoken and written language

Language of Instruction: Maltese

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €150 + €20 for LMS registration

Course Overview

This course is designed for individuals who already have a basic knowledge of Maltese, and know how to converse and write in Maltese, but would like to obtain better understanding and knowledge on its linguistic principles of the language. This course delves further into the language, its linguistic rules and how these are used in speech, listening, writing and understanding. The programme also aims to improve the students' ability in writing, and exposes them to different reading material which will enhance their skills.

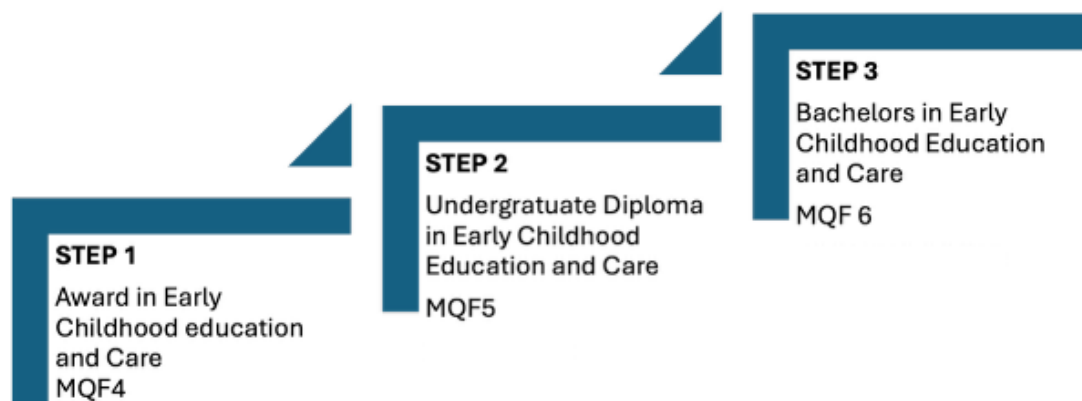
Course Structure

Award in Maltese Proficiency				
Module title	ECTS	Assessment Methods*		MQF Level
Reading and Comprehension	1	Practice Exercises	End of course test	3
Grammar	2	Practice Exercises	End of course test	3
Speaking and Listening	1	Practice Exercises	End of course test	3
Creative Writing	2	Practice Exercises	End of course test	3

ROUTE TO CHILD CARE EDUCATORS AND KINDERGARTEN EDUCATOR ROLES

Entry requirements:

- O'Level in Maths, Maltese and English
- OR
- MQF3 Qualification in Maths Maltese and English



AWARD IN EARLY CHILDHOOD EDUCATION AND CARE

MQF LEVEL 4

Credits: 16 credits (ECTS)

Length of course: Approximately 16 weeks

Criteria for admission: Candidates must be 18 years of age, and in possession of a SEC qualification/ Proficiency certificate in each of these subjects: Maths, English and Maltese. Equivalent certificates are accepted. Students also need a placement in schools to do the practical element.

Language of Instruction: English

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €500 + €20 for LMS registration

Target Groups: This programme targets those individuals who would like to pursue a career within the field of Kindergarten Educator [KGE I] or Child care educator

Course Overview

The Award in Child Care Education MQF Level 4 – 16 ECTS is a comprehensive programme designed to equip learners with essential knowledge and practical skills for high-quality child care. Through its four modules, the programme explores child development, health and safety practices, communication skill-building, and the principles of a child-led approach. Graduates will be prepared to understand children's needs and development, create safe and nurturing environments, foster effective communication in early years settings, and empower children as active participants in their own learning and care.

Course Structure

Award in Childhood Education and Care				
Module title	ECTS	Assessment Methods*		MQF Level
Growing Minds: Understanding Child Development	4	20% Forum	80% Case Study	4
Safe Spaces: Health and Safety Practices	4	20% Forum	80% Creation of Resources	4
Expressing Ourselves: Development of Communication	4	20% Forum	80% Case study	4
Children Lead: Implementing a Child-Led Approach	4	20% Forum	80% Creation of resources	4

UNDERGRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION AND CARE

MQF LEVEL 5

Credits: 60 credits (ECTS)

Length of course: Approximately 11/12 months

Practice Placement hours: 200hrs

Criteria for admission: Candidates must be 18 years of age, and in possession of a SEC qualification/ Proficiency certificate in each of these subjects: Maths, English and Maltese. Equivalent certificates are accepted. Students also need a placement in schools to do the practical element.

Language of Instruction: English

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €1100 + €20 for LMS registration

Target Groups: This programme targets those individuals who would like to pursue a career within the field of Kindergarten Educator [KGE 2] or Child care educator

Course Overview

The Undergraduate Diploma in Early Childhood Education and Care Level 5 equips students with the core knowledge and practical skills needed to support the holistic development of babies and young children. Through modules covering child development, health and safety, communication, children's rights, play-based learning, and work placements, the programme blends theory with hands-on practice. Emphasising inclusive, child-centred, and relationship-based pedagogies, it prepares graduates to create nurturing and safe environments while becoming reflective and confident practitioners in the early years sector.

Course Structure

UNDERGRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION AND CARE				
Module title	ECTS	Assessment Methods*		MQF Level
Growing Minds: Understanding Child Development	4	20% Forum	80% Case Study	4
Safe Spaces: Health and Safety Practices	4	20% Forum	80% Creation of Resources	4
Expressing Ourselves: Development of Communication	4	20% Forum	80% Case study	4
Children Lead: Implementing a Child-Led Approach	4	20% Forum	80% Creation of resources	4
Communication with Care: Parent Engagement Strategies	4	20% Forum	80% Case study	5
Seeing Clearly: Effective Observation Techniques	4	20% Forum	80% Report Writing Assignment	5
Rights and Recognition: Children's Rights and Equity	4	20% Forum	80% Project Based Assignment	5
Keeping it Clean: Hygiene Essentials for Child Care	4	20% Forum	80% Project Based Assignment	5
Feeding Futures: Nutrition for Young Children	4	20% Forum	80% Project Based Assignment	5
Caring Touch: Physical Care for Children	4	20% Forum	80% Creation of Resources	5
Reflective Practitioners: Learning from Experience	4	20% Forum	80% Reflective Writing Assignment	5
Hands-On Experience: Practical Work Placement	16	Practicum Visit and Interview		5

BACHELORS OF EDUCATION IN EARLY CHILDHOOD EDUCATION

MQF LEVEL 6

Credits: 120 credits (ECTS)

Length of course: Approximately 2 years

Practice Placement hours: 3000hrs

Criteria for admission: Advanced Diploma in Children's Care, Learning and Development or equivalent Level 4/5 diploma.

Date and time: 4:30pm – Twice a week (Days to be announced every session)

Place: Online

Price: €2500 + €20 for LMS registration

Target Groups: The Bachelor of Arts in Early Childhood Education prepares graduates for a wide range of professional roles focused on the care, education, and development of young children, particularly in the 0–5 age group (Kindergarten Educator, Early Years Teacher, Childcare Centre Manager). Placement to be done in the environment in which the student wants to work in.

Course Overview

The Bachelor of Education in Early Childhood Education is a comprehensive degree that prepares educators to support children from birth to five through inclusive, developmentally appropriate practice, integrating child development theory, pedagogy, and curriculum planning with practical skills in observation, assessment, and responsive teaching. Through modules in areas such as music, language, literacy, mathematics, science, environmental education, and physical movement, the programme nurtures creativity, communication, and analytical thinking while fostering a strong professional identity grounded in reflective practice, leadership, diversity, inclusion, social justice, collaboration with families and communities, and the effective use of digital technologies and 21st-century skills.

Course Structure

BACHLORS OF EDUCATION IN EARLY CHILDHOOD EDUCATION				
Module title	ECTS	Assessment Methods*		MQF Level
Nurturing Foundations: Pedagogy & Curriculum Design in Early Childhood Education	8	20% Forum	80% Project-Based Assignment	6
Every Child Matters: Nurturing Diversity, Inclusion, and High Potential in Young Children	12	20% Forum	80% Project-Based Assignment	6
Words that Shape the World: Language and Literacy Development	8	20% Forum	80% Project-Based Assignment	6
Little Mathematicians: Exploring Numbers in Early Childhood	8	20% Forum	80% Project Based Assignment	6
Melodies of Growth: Music in Early Years	4	20% Forum	80% Project Based Assignment	6
Nature's Classroom: Science and Environmental Education	4	20% Forum	80% Project Based Assignment	6
Moving with Purpose: Physical Activity and Movement	4	20% Forum	80% Project Based Assignment	6
The Art of Self-Awareness: Reflective Practice in Action	4	20% Forum	80% Project Based Assignment	6
Foundations of Character: Spiritual, Moral, and Religious Dimensions	4	20% Forum	80% Project Based Assignment	6
Digital Pathways to Play and Learning: Technologies in Early Childhood Education	4	20% Forum	80% Project Based Assignment	6
Future-Proofing Kids: 21 st Century Learning Skills for Young Minds	4	20% Forum	80% Project Based Assignment	6

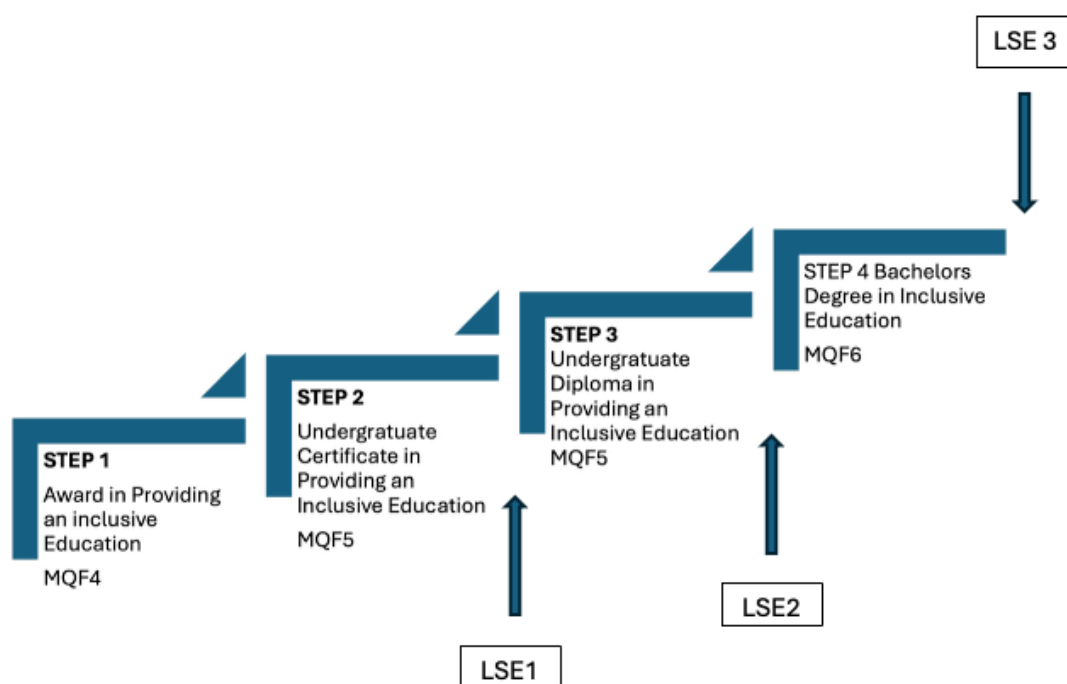
Becoming a Champion for Young Children: The Early Childhood Educator’s Journey	4	20% Forum	80% Reflective Essay		6
Bridging Gaps: Social Issues in Early Education	4	20% Forum	80% Project Based Assignment		6
New Beginnings, Smooth Transitions: Navigating Change in Early Years	4	20% Forum	80% Project Based Assignment		6
Learning by Doing: Field Placement and Practice Experience	20	20% Interview	40% Portfolio	40% Visits	6
Inquiry Unlocked: Research Methods for Early Childhood Education	4	20% Forum Poster	80% Research Proposal		6
From Curiosity to Contribution: The Dissertation Journey	20	Dissertation			6

ROUTE TO LEARNING SUPPORT EDUCATOR (LSE) ROLE

Entry requirements:

- O'Level in Maths, Maltese and English
- OR
- MQF3 Qualification in Maths Maltese and English
- AND
- A'Level in any subject
- OR
- MQF4 Qualification

Some of CC Education Academy programmes fit this criteria and students can opt to obtain the requirements with the academy.



AWARD IN PROVIDING INCLUSIVE EDUCATION

MQF LEVEL 4

Credits: 15 credits (ECTS)

Length of course: Approximately 12-14 weeks

Practice Placement hours: 110hrs

Criteria for admission: Candidates must be 18 years of age, and in possession of a SEC qualification in each of these subjects: Maths, English and Maltese and one Advanced Level qualification. Equivalent certificates are accepted. Students also need a placement in schools to do the practical element.

Language of Instruction: English

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €400 + €20 for LMS registration

Target Groups: This programme targets those individuals who would like to pursue a career within the field of inclusive education and work as a LSE.

Course Overview

This programme initiates learners into the world of inclusion. It provides a description of inclusive principles, as well as information about disabilities which are prevalently identified in schools. Learners are also introduced to evidence-based strategies and basic resource-making. The programme further gives knowledge on the expected duties of a Learning Support Educator (LSE), as well as an introduction to the multi-disciplinary team. Relevant documents and meetings, namely the Making Action Plans (MAPs) and Individual Educational Plans (IEPs) are also introduced. The learners are also to participate in a Practice Placement module whereby they are guided on how to improve their ability and performance as LSEs.

Course structure

Award in Providing an Inclusive Education				
Module title	ECTS	Assessment Methods*		MQF Level
Inclusion: Principles of Inclusion and Why Inclusion?	2	20% Forum	80% Project	4
The MAP and IEP: Active Participation and Execution	2	20% Forum	80% MAPs/ IEP report	4
The Curriculum that Accommodates all learners	2	20% Forum	80% Project	4
Supporting Diverse Needs of Learners (Autism, ADHD, SEBD)	2	20% Forum	80% Assignment	4
Working in a Team- Importance of inter/intra-personal skills	2	20% Forum	80% Test	4
Practice Placement – 110 hours	5	40% Visit 40% Student file 20% Interview		4

UNDERGRADUATE CERTIFICATE IN PROVIDING INCLUSIVE EDUCATION MQF LEVEL 5

Credits: 30 credits (ECTS)

Length: Around 20-24 weeks

Practice Placement hours: 165 hours

Criteria for admission: Candidates must be 18 years of age, and in possession of a pass mark in the Award in Providing Inclusive Education course. (MQF/EQF level 4). They also need to be working as LSEs.

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €950 + €20 for LMS registration

Target Groups: The programme is designed for LSEs who would like to further their knowledge and pay grade within their profession.

Course Overview

This programme is designed to give further knowledge and practical experience in providing inclusive education.

The programme focuses on the teaching element and gives competencies to the learners on how to provide a holistic education to all students. It focuses on the learning theories and child development theories, making sure the theoretical element is paired with practical application, and addresses the practical element of teaching numeracy and literacy in the classroom. The programme further focuses on how to address communication challenges and challenging behaviour that the learners might encounter in the schools.

Course Structure

Undergraduate Certificate in Providing Inclusive Education				
Module title	ECTS	Assessment Methods*		MQF Level
Child Development - the theoretic aspect	3	20% Forum	80% Assignment	5
Learning Theories	3	20% Forum	80% Project	5
The role of the different support services	3	20% Forum	80% Project	5
Understanding Challenging Behaviour	3	20% Forum	80% Project	5
Numeracy and Literacy in the Classroom	3	20% Forum	80% Project	5
Addressing Communication Difficulties	3	20% Forum	80% Test	5
Practice Placement – 165 hours	12	Practice Placement in a school: 20% Online interview. 60% Portfolio 40% Visits		5

UNDERGRADUATE DIPLOMA IN PROVIDING AN INCLUSIVE EDUCATION MQF LEVEL 5

Credits: 60 credits (ECTS)

Length of programme: Around 30 weeks

Practice Placement: 165 hrs

Criteria for admission: Candidates must be 18 years of age, and in possession of a pass mark in the Undergraduate Certificate in Inclusive Education course. (MQF/EQF level 5).

Date and time: 4:30pm - Once a week (Days to be announced every session)

Place: Online

Price: €1100 + €20 for LMS registration

Target Groups: The programme is designed for LSEs who would like to further their knowledge and pay grade within their profession.

Course Overview

This programme is set to build upon learners' prior knowledge in the subject of inclusive education and give a deeper understanding of how to provide an inclusive educational journey to their students. It offers specialised training on Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Difficulties (SpLD) and Social Emotional Mental Health needs (SEMH). The programme also gives a solid background on further learning theories, and the application of such theories in their teaching journey. It further provides knowledge on how to prepare their students to be active members of society, and what educators can do to encourage critical thinking and individuality. The learners will also benefit from up-to-date knowledge on the recent technological advances and how they can be integrated in their students' educational programmes.

Course Structure

Undergraduate Diploma in Providing Inclusive Education				
Module title	ECTS	Assessment Methods*		MQF Level
From childhood to adolescence – Journey to adulthood	3	20% Forum	80% Assignment	5
Autism Spectrum Disorder (ASD)	3	20% Forum	80% Project	5
Specific Learning Difficulties – ADHD, Dyslexia, Dyscalculia and Dysgraphia	4	20% Forum	80% Project	5
Social and Emotional Mental Health	3	20% Forum	80% Project	5
Technology in the Classroom	2	20% Forum	80% Project	5
Learning theories (2)	3	20% Forum	80% Test	5
Practice Placement – 165 hours	12	40% Visit, 40% Student file, 20% Interview		5

BACHELOR'S DEGREE (WITH HONOURS) IN INCLUSIVE EDUCATION MQF LEVEL 6

Credits: 120 credits (ECTS)

Length of programme: Approximately 2 years

Practice Placement hours: 165hrs

Criteria for admission: Candidates must be 18 years of age, and in possession of an Undergraduate Diploma in Inclusive Education.

Date and time: 4:30pm - Twice a week (Days to be announced every session)

Place: Online

Price: €3000 + €20 for LMS registration

Target Groups: The programme is designed for LSEs who would like to further their knowledge and pay grade within their profession, as well as those who wish to apply for the position of HOD (Inclusion).

Course Overview

This programme will focus on different aspects of inclusive education. The academic aspect of teaching will be tackled, including numeracy and literacy, early years education as well as the different research available regarding inclusive techniques. It will also focus on specific diverse needs and behavioural management. Also, the programme will deal with the holistic education of the students, including mental health, for the students to be active and informed citizens as well as discipline, in all its aspects. In addition, parental involvement and children's rights will also be examined, as well as different issues including sexuality and gender and the educational journey of students from all cultures.

Course Structure

Bachelor's Degree (with honours) in Inclusive Education					
Module title	ECTS	Assessment Methods*			MQF Level
Academic Writing	4	20% Forum	80% Writing Task		6
Teaching Language and Literacy to children with diverse needs	4	10% Forum	50% Project	40% Test	6
Teaching Mathematics to students with diverse needs	4	40% Task	40% Test	20% Forum	6
Social Justice in the classroom	4	50% Assignment	30% Test	20% Forum	6
Children's Rights	4	20% Forum	30% Test	50% Essay	6
Behaviour management and Restorative justice	4	40% Group work	40% Assignment	20% Test	6
Diverse needs	20	40% Case Studies	20% Forum	40% Community Work	6
Learning Through Play	4	20% Forum	30% PPT Presentation	50% Assignment	6
Technology in the classroom	4	20% Forum	80% Prepare a lesson using technology		6
The multicultural Classroom	4	20% Forum	80% Diary		6

Research Methods	4	100% Research Question and Interview			6
Disability Rights	4	20% Forum	40% Test	40% Groupwork	6
Sexuality and Gender	4	20% Forum	40% Test	40% Assignment	6
Mental Health	4	20% Forum	40% Test	40% Groupwork	6
Dissertation	20	100% Long Essay (Dissertation under tutor supervision)			6
Practice Placement	12	40% Visit	40% Student file	20% Interview	6
Elective Modules (Students Choose 1)					
Sign Language	4	20% Forum	80% Practical		6
Parental Advocacy	4	20% Forum	80% Assignment		6
Mindfulness	4	20% Forum	80% Case Studies		6

ROUTE TO HEAD OF DEPARTMENT (INCLUSION)

The current qualification required to fulfill the post of Head of Department (Inclusion) is the Bachelors in Inclusive Education. However, many interested parties choose to continue their studies in one of the following areas in order to improve their chances to be chosen.

Standalone Awards in Inclusive and Equitable Education

AWARD IN GIFTED AND DIVERSE ABILITY PERSPECTIVES IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7 - 8ECTS_s

AWARD IN MULTICULTURAL PERSPECTIVES IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7 - 8ECTS_s

AWARD IN GENDER PERSPECTIVES IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7 - 8ECTS_s

AWARD IN SOCIAL EMOTIONAL AND MENTAL HEALTH IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7 - 8ECTS_s

POSTGRADUATE DIPLOMA IN INCLUSIVE AND EQUITABLE EDUCATION

POSTGRADUATE DIPLOMA IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7 - 60ECTS_s

MASTERS IN INCLUSIVE AND EQUITABLE EDUCATION

MASTERS IN INCLUSIVE AND EQUITABLE EDUCATION

MQF7 - 90ECTS_s

STANDALONE AWARDS IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7

Credits: 8 credits (ECTS)

Length of course: 12 weeks

Practice Placement hours: N/A

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6) in Education, Inclusive Education, Youth Work, Social Work or Psychology and who wish to further their education in the area of Inclusive and Equitable Education.

Language of Instruction: English

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €500 + €20 for LMS registration (Price per each Award)

Target Groups: This programme targets those individuals who would like to expand their knowledge in one specific area.

Course Overview

The Standalone awards equip educators and professionals with the knowledge and skills to promote inclusion and equity for students within specific target groups. Students who wish to participate in one of the standalone modules will join the others who are currently sitting for the whole Masters Programme.

Award Structure

AWARD IN GIFTED AND DIVERSE ABILITY PERSPECTIVES IN INCLUSIVE AND EQUITABLE EDUCATION				
Module title	ECTS	Assessment Methods*		MQF Level
Gifted and Diverse Ability Perspectives in Inclusive and Equitable Education	8	Forum	Case Study	7

AWARD IN MULTICULTURAL PERSPECTIVES IN INCLUSIVE AND EQUITABLE EDUCATION				
Multicultural Perspectives in Inclusive and Equitable Education	8	Forum	Critique of a Multicultural Programme	7

AWARD IN GENDER PERSPECTIVES IN INCLUSIVE AND EQUITABLE EDUCATION				
Gender Perspectives in Inclusive and Equitable Education	8	Forum	Case Study	7

AWARD IN SOCIAL EMOTIONAL AND MENTAL HEALTH IN INCLUSIVE AND EQUITABLE EDUCATION				
Social Emotional and Mental Health Literacy Perspectives in Inclusive and Equitable Education	8	Forum	Programme Design	7

POSTGRADUATE DIPLOMA IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7

Credits: 60 credits (ECTS)

Length of course: 1.5 years

Practice Placement hours: N/A

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6) in Education, Inclusive Education, Youth Work, Social Work or Psychology and who wish to further their education in the area of Inclusive and Equitable Education.

Language of Instruction: English

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €3000 + €20 for LMS registration

Target Groups: This programme targets those individuals who would like to pursue a career within the field of administrators as Head of Department (Inclusion)

Course Overview

The Postgraduate Diploma in Inclusive and Equitable Education equips educators and professionals with the knowledge and skills to promote inclusion and equity in diverse learning environments. It combines theory, practice, and research to develop expertise in inclusive curriculum design, multicultural education, and leadership for inclusion. The programme focuses on analysing current policies, applying inclusive strategies, and building research competence. Graduates will be prepared to lead and advocate for equitable educational practices and contribute to more inclusive and just education systems.

Course Structure

POSTGRADUATE DIPLOMA IN INCLUSIVE AND EQUITABLE EDUCATION				
Module title	ECTS	Assessment Methods*		MQF Level
Philosophical Perspectives of Inclusive and Equitable Education	2	Forum	Assignment	7
Sociological Perspectives of Inclusive and Equitable Education	2	Forum	Group work Presentation	7
Psychological Perspectives of Inclusive and Equitable Education[	2	Forum	Pair Work Workshop	7
Policy Perspectives of Inclusive and Equitable Education	8	Forum	Assignment	7
Gifted and Diverse Ability Perspectives in Inclusive and Equitable Education	8	Forum	Case Study	7
Multicultural Perspectives in Inclusive and Equitable Education	8	Forum	Critique of a Multicultural Programme	7
Gender Perspectives in Inclusive and Equitable Education	8	Forum	Case Study	7
Social Emotional and Mental Health Literacy Perspectives in Inclusive and Equitable Education	8	Forum	Programme Design	7
Collaborative Work at Systems Levels	8	Forum	Group work Workshop	7
Educational Research Methods	4	Forum	Research Proposal	7

MASTERS IN INCLUSIVE AND EQUITABLE EDUCATION

MQF LEVEL 7

Credits: 90 credits (ECTS)

Length of course: 2.5 years

Practice Placement hours: N/A

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6) in Education, Inclusive Education, Youth Work, Social Work or Psychology and who wish to further their education in the area of Inclusive and Equitable Education.

Language of Instruction: English

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €3500 + €20 for LMS registration

Target Groups: This programme targets those individuals who would like to pursue a career within the field of administrators as Head of Department (Inclusion)

Course Overview

The Master of Education in Inclusive and Equitable Education equips educators and professionals with the knowledge and skills to promote inclusion and equity in diverse learning environments. It combines theory, practice, and research to develop expertise in inclusive curriculum design, multicultural education, and leadership for inclusion. The programme focuses on analysing current policies, applying inclusive strategies, and building research competence. Graduates will be prepared to lead and advocate for equitable educational practices and contribute to more inclusive and just education systems.

Course Structure

MASTERS IN INCLUSIVE AND EQUITABLE EDUCATION				
Module title	ECTS	Assessment Methods*		MQF Level
Philosophical Perspectives of Inclusive and Equitable Education	2	Forum	Assignment	7
Sociological Perspectives of Inclusive and Equitable Education	2	Forum	Group work Presentation	7
Psychological Perspectives of Inclusive and Equitable Education	2	Forum	Pair Work Workshop	7
Policy Perspectives of Inclusive and Equitable Education	8	Forum	Assignment	7
Gifted and Diverse Ability Perspectives in Inclusive and Equitable Education	8	Forum	Case Study	7
Multicultural Perspectives in Inclusive and Equitable Education	8	Forum	Critique of a Multicultural Programme	7
Gender Perspectives in Inclusive and Equitable Education	8	Forum	Case Study	7
Social Emotional and Mental Health Literacy Perspectives in Inclusive and Equitable Education	8	Forum	Programme Design	7
Collaborative Work at Systems Levels	8	Forum	Group work Workshop	7
Educational Research Methods	4	Forum	Research Proposal	7
Dissertation	30	Dissertation		7

ADDITIONAL QUALIFICATIONS TO FULFILL POSTS WITHIN THE EDUCATION MINISTRY

The Mental Health Literacy programme is centred on student wellbeing and is recognised as relevant to a variety of roles within the education sector. While most positions do not require a specific qualification, they typically ask for a certain number of MQF Level 7 credits; this qualification enhances a candidate's profile and is considered an asset for all educational posts.

Standalone Modules in Mental Health Literacy

AWARD IN TEACHING MENTAL HEALTH LITERACY

MQF LEVEL 7 - 8 ECTSs

AWARD IN WHOLE-SCHOOL APPROACHES TO MENTAL HEALTH LITERACY

MQF7 - 8 ECTSs

AWARD EDUCATION AND INTERVENTION FOR STUDENTS WITH MENTAL HEALTH CONDITIONS

MQF7 - 8 ECTSs

UNDERSTANDING STUDENTS WITH MENTAL HEALTH CONDITIONS

MQF7 - 8 ECTSs

Masters of Education in Mental Health Literacy

Masters of Education in Mental Health Literacy

MQF7 - 90 ECTSs

AWARD IN TEACHING MENTAL HEALTH LITERACY

MQF LEVEL 7

Credits: 8 credits (ECTS)

Length of programme: 4 months

Practice Placement hours: NIL

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6 in Education, Psychology, Social Policy, Social Work, Youth Work or Inclusive Education and who wish to further their training in the area of Mental Health and Wellbeing.

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €500 + €20 for LMS registration

Course Structure

Mental Health Literacy (MHL) refers to knowledge and attitudes regarding mental health that aid in recognition, management and prevention of mental health. It consists of seven attributes: the ability to recognise specific disorders, knowing how to seek mental health information, knowledge on risk factors and causes, knowledge of self-treatment, knowledge of professional help available and attitudes that promote recognition and appropriate help-seeking (O'Connor & Casey, 2015). This module equips participants with the essential knowledge and skills needed to effectively teach mental health literacy in educational settings. Through this module participants will delve into theory and practice or

mental health education, learning evidence-based strategies for promoting emotional wellbeing, resilience, and stigma reduction among children and young people. Also, through this module the participants gain the competence to create inclusive and supportive learning environments, identify and respond to mental health challenges and empower children and young people with the tools to navigate their emotional wellbeing.

AWARD IN WHOLE-SCHOOL APPROACHES TO MENTAL HEALTH LITERACY MQF LEVEL 7

Credits: 8 credits (ECTS)

Length of programme: 4 months

Practice Placement hours: NIL

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6 in Education, Psychology, Social Policy, Social Work, Youth Work or Inclusive Education and who wish to further their training in the area of Mental Health and Wellbeing.

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €500 + €20 for LMS registration

Course Structure

Mental Health Literacy (MHL) refers to knowledge and attitudes regarding mental health that aid in recognition, management and prevention of mental health. It consists of seven attributes: the ability to recognise specific disorders, knowing how to seek mental health information, knowledge on risk factors and causes, knowledge of self-treatment, knowledge of professional help available and attitudes that promote recognition and appropriate help-seeking (O'Connor & Casey, 2015). This module equips participants with the essential knowledge and skills needed to effectively teach mental health literacy in educational settings. Through this module participants will delve into theory and practice or

mental health education, learning evidence-based strategies for promoting emotional wellbeing, resilience, and stigma reduction among children and young people. Also, through this module the participants gain the competence to create inclusive and supportive learning environments, identify and respond to mental health challenges and empower children and young people with the tools to navigate their emotional wellbeing.

AWARD EDUCATION AND INTERVENTION FOR STUDENTS WITH MENTAL HEALTH CONDITIONS

MQF LEVEL 7

Credits: 8 credits (ECTS)

Length of programme: 4 months

Practice Placement hours: NIL

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6 in Education, Psychology, Social Policy, Social Work, Youth Work or Inclusive Education and who wish to further their training in the area of Mental Health and Wellbeing.

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €500 + €20 for LMS registration

Course Structure

Mental Health Literacy (MHL) refers to knowledge and attitudes regarding mental health that aid in recognition, management and prevention of mental health. It consists of seven attributes: the ability to recognise specific disorders, knowing how to seek mental health information, knowledge on risk factors and causes, knowledge of self-treatment, knowledge of professional help available and attitudes that promote recognition and appropriate help-seeking (O'Connor & Casey, 2015). This module equips participants with the essential knowledge and skills needed to effectively teach mental health literacy in educational settings. Through this module participants will delve into theory and practice or

mental health education, learning evidence-based strategies for promoting emotional wellbeing, resilience, and stigma reduction among children and young people. Also, through this module the participants gain the competence to create inclusive and supportive learning environments, identify and respond to mental health challenges and empower children and young people with the tools to navigate their emotional wellbeing.

UNDERSTANDING STUDENTS WITH MENTAL HEALTH CONDITIONS

MQF LEVEL 7

Credits: 8 credits (ECTS)

Length of programme: 4 months

Practice Placement hours: NIL

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6 in Education, Psychology, Social Policy, Social Work, Youth Work or Inclusive Education and who wish to further their training in the area of Mental Health and Wellbeing.

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €500 + €20 for LMS registration

Course Structure

Mental Health Literacy (MHL) refers to knowledge and attitudes regarding mental health that aid in recognition, management and prevention of mental health. It consists of seven attributes: the ability to recognise specific disorders, knowing how to seek mental health information, knowledge on risk factors and causes, knowledge of self-treatment, knowledge of professional help available and attitudes that promote recognition and appropriate help-seeking (O'Connor & Casey, 2015). This module equips participants with the essential knowledge and skills needed to effectively teach mental health literacy in educational settings. Through this module participants will delve into theory and practice or

mental health education, learning evidence-based strategies for promoting emotional wellbeing, resilience, and stigma reduction among children and young people. Also, through this module the participants gain the competence to create inclusive and supportive learning environments, identify and respond to mental health challenges and empower children and young people with the tools to navigate their emotional wellbeing.

MASTERS OF EDUCATION IN MENTAL HEALTH LITERACY

MQF LEVEL 7

Credits: 90 credits (ECTS)

Length of programme: 2.5 years

Practice Placement hours: NIL

Criteria for admission: Educators and other people who work with children and young people who have a Bachelor's Degree (MQF Level 6 in Education, Psychology, Social Policy, Social Work, Youth Work or Inclusive Education and who wish to further their training in the area of Mental Health and Wellbeing.

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €4500 + €20 for LMS registration

Target Groups: Educators who are specialised in Mental Health and Wellbeing, Mental Health and Wellbeing Professionals working with children in areas of education, social and health fields.

Course Overview

The Master of Education in Mental Health Literacy is designed to equip educators, social workers, youth workers, and mental health professionals with the knowledge and skills necessary to promote mental health and wellbeing among children. Responding to the increasing recognition of the importance of mental health in education, this program addresses the need for specialized training to help professionals prevent mental health crises and support the holistic development of young people. As mental health issues among children rise, this program aims to enhance their overall wellbeing and educational experience.

The curriculum encourages proactive teaching and support through lectures that include theory, best practices, and discussions, along with practical assessments. Upon completion,

participants will have the tools to implement and evaluate Mental Health Literacy programs aligned with national policies, such as Malta's National Education Strategy for 2024-2030. Additionally, graduates will be equipped to emotionally coach children facing challenging situations and promote self-care and wellbeing skills among young people.

Course Structure

Master of Education in Mental Health Literacy				
Module Title	ECTS	Assessment Methods		MQF Level
Module 1: Philosophical Perspectives of Mental Health Literacy	2 ECTS	Forum Discussion (10%)	Assignment (90%)	7
Module 2: Sociological Perspectives of Mental Health Literacy	2 ECTS	Forum Discussion (10%)	Group Work & Presentation (90%)	7
Module 3: Psychological Perspectives of Mental Health Literacy	2 ECTS	Forum Discussion (10%)	Pair Work Workshop (90%)	7
Module 4: Policy Perspectives in Mental Health Literacy	8 ECTS	Forum Discussion (10%)	Assignment (90%)	7
Module 5: Understanding Students with Mental Health Conditions	8 ECTS	Forum Discussion (10%)	Case Study (90%)	7
Module 6: Teaching Mental Health Literacy	8 ECTS	Forum Discussion (10%)	Programme Design (90%)	7
Module 7: Whole-School Approaches to Mental Health Literacy	8 ECTS	Forum Discussion (10%)	Programme Design (90%)	7
Module 8: Education and Intervention for Students with Mental Health Conditions	8 ECTS	Forum Discussion (10%)	Case Study (90%)	7
Module 9: Collaborative Works at Systems Levels	6 ECTS	Forum Discussion (10%)	Group Work (90%)	7
Module 10: Research Methods in Education	8 ECTS	Forum Discussion (10%)	Research Proposal (90%)	7
Module 11: Dissertation	30 ECTS	Dissertation (100%)		7

ROUTE TO LEADERSHIP POSITIONS

The Masters of Educational Leadership is designed for those seeking knowledge and skills for leadership positions within the education sector. Prospective students should review the specific requirements for advertised leadership vacancies, as these roles may have additional criteria beyond the qualification itself, to ensure they meet all necessary application conditions.

Postgraduate Certificate in Educational Leadership

Postgraduate Certificate in Educational Leadership
MQF LEVEL 7 - 45ECTSs

Masters in Educational Leadership

Masters in Educational Leadership
MQF7 - 90ECTSs

POSTGRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP

MQF LEVEL 7

Credits: 45 credits (ECTS)

Length of programme: 1.5 years

Practice Placement hours: NIL

Criteria for admission: A bachelor's degree (MQF Level 6 with a minimum of 180 ECTS, or equivalent) in Inclusive Education or in another area which involves education/ teaching and learning, AND a minimum of 5 years work experience within a classroom.

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €3000 + €20 for LMS registration

Target Groups: Educators who wish to transition to a leadership role, or those who are already in Leadership roles but wish to improve their knowledge and practice in the field.

Course Overview

This program is designed to prepare learners for leadership roles within educational organizations, serving as a prerequisite for applying to positions such as Assistant Head or Head of School in the general education sector. Additionally, prospective learners should be aware that eligibility requirements for the Head of School position in Malta typically include holding a Permanent Teachers Warrant, among other criteria.

Postgraduate Certificate in Educational Leadership			
Module/Unit Title	ECTS	MQF Level of each module	Assessment Methods
Educational Leadership Theories and Practices	5	7	Essay (30%), Case Study (30%), Presentation (25%), Forum Participation (15%)
Fostering Mental Health and Well-Being in Educational Leadership	5	7	Essay (30%), Case Study (30%), Presentation (25%) Forum Participation (15%)
Leading Change and Innovation in Education	5	7	Essay (30%), Case Study (30%), Project (25%), Forum Participation (15%)
Policy, Politics and Educational Leadership	5	7	Essay (30%), Case Study (30%), Presentation (25%) Forum Participation (15%)
Leading for Equity and Inclusive Education	5	7	Essay (30%), Case Study (30%) Presentation (25%) Forum Participation (15%)
Legal Aspects in Educational Leadership	5	7	Essay (30%), Case Study (30%) Presentation (25%) Forum Participation (15%)
Teaching, Learning and Assessment in Educational Leadership	5	7	Essay (30%), Case Study (30%), Project (25%) Forum Participation (15%)
Cultivating Collaborative Leadership	5	7	Essay (30%), Case Study (30%), Project (25%), Forum Participation (15%)
Ensuring Educational Excellence and Accountability	5	7	Essay (30%), Case Study (30%) Presentation (25%) Forum Participation (15%)

MASTERS OF EDUCATIONAL LEADERSHIP

MQF LEVEL 7

Credits: 90 credits (ECTS)

Length of programme: 2.5 years

Practice Placement hours: NIL

Criteria for admission: A bachelor's degree (MQF Level 6 with a minimum of 180 ECTS, or equivalent) in Inclusive Education or in another area which involves education/ teaching and learning, AND a minimum of 5 years work experience within a classroom.

Date and time: 5pm - Twice a week (Days to be announced every session)

Place: Online

Price: €4500 + €20 for LMS registration

Target Groups: Educators who wish to transition to a leadership role, or those who are already in Leadership roles but wish to improve their knowledge and practice in the field.

Course Overview

This program is designed to prepare learners for leadership roles within educational organizations, serving as a prerequisite for applying to positions such as Assistant Head or Head of School in the general education sector. Additionally, prospective learners should be aware that eligibility requirements for the Head of School position in Malta typically include holding a Permanent Teachers Warrant, among other criteria.

Course Structure

Master of Educational Leadership			
Module/Unit Title	ECTS	MQF Level of each module	Assessment Methods
Educational Leadership Theories and Practices	5	7	Essay (30%), Case Study (30%), Presentation (25%), Forum Participation (15%)
Fostering Mental Health and Well-Being in Educational Leadership	5	7	Essay (30%), Case Study (30%), Presentation (25%), Forum Participation (15%)
Leading Change and Innovation in Education	5	7	Essay (30%), Case Study (30%), Project (25%), Forum Participation (15%)
Policy, Politics and Educational Leadership	5	7	Essay (30%), Case Study (30%), Presentation (25%), Forum Participation (15%)
Leading for Equity and Inclusive Education	5	7	Essay (30%), Case Study (30%), Presentation (25%), Forum Participation (15%)
Legal Aspects in Educational Leadership	5	7	Essay (30%), Case Study (30%), Presentation (25%), Forum Participation (15%)
Teaching, Learning and Assessment in Educational Leadership	5	7	Essay (30%), Case Study (30%), Project (25%), Forum Participation (15%)
Cultivating Collaborative Leadership	5	7	Essay (30%), Case Study (30%), Project (25%), Forum Participation (15%)
Ensuring Educational Excellence and Accountability	5	7	Essay (30%), Case Study (30%), Presentation (25%), Forum Participation (15%)
Research Methods	15	7	Research Proposal (30%), Data Collection and Analysis Report (30%), Reflective Essay (25%), Forum Participation (15%)
Dissertation	30	7	Dissertation (60%), Reflective Journal (15%), Annotated Bibliography (10%), Exposition or Portfolio of Sustained Practices (15%)

CONCLUSION

The courses were specifically designed with the aim to enhance the skills, knowledge and competencies of educators.

Throughout all programmes, you will engage with contemporary theories, best practices, and practical assessments that enhance your ability to support diverse learners. The curriculum emphasizes proactive strategies for promoting mental health literacy and addresses the growing need for specialized training in these critical areas.

The programmes not only prepare you for immediate challenges in your role but also equips you with the tools to implement impactful initiatives aligned with national educational policies. As a graduate, you will emerge as an informed educator capable of making significant contributions to the holistic development of children and young people, ultimately enhancing the quality of education within your community.

We hope to welcome you soon to CC Education Academy. If you have further questions, please don't hesitate to ask.

CC Education Academy

Contact: 77658320

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