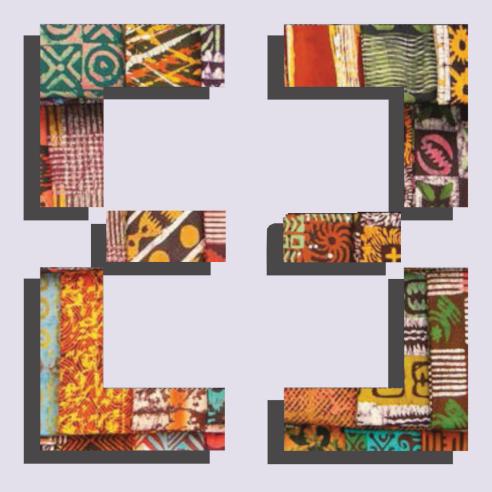


# Four-Year B.Ed. Course Manual

# LAWS AND POLICIES IN SPECIAL NEEDS EDUCATION









The Government of Ghana









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# FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which meet the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan. This will help to ensure that student teachers learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

## ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce these sets of resources for tutors/lecturers, mentors and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copies resulting in a set of materials that are easy to use, read and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team is approach used to produce these manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked and who have directly or indirectly, shared their views on the curriculum with us.

### **CORE WRITING TEAM**

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### **INTRODUCTION TO COURSE MANUALS**

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
  - 1. What is to be taught and why.
  - 2. how it can be taught.
  - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

### **USING THIS MANUAL**

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is .....

In view of this philosophy, I will facilitate this course by/through .....

### **Course Manual**

- 1. This course needs to *explicitly* prepare student teachers to meet the expectations for year two regarding enquiry.
- 2. There probably needs to be some guidance to tutors regarding how lessons in this course may need moving depending on the pattern of STS
- 3. The third lesson is about (lesson description) equipping student teachers with the knowledge and skills to manage data on learning. None of the topics are to do with this. The lesson description is achieved through the related topics. This needs to be revised. These topics are also not reflected in the CLO
- 4. Where lessons only have one learning outcomes this must fully capture what the lesson is intended to do as written in the description – these reflect the course learning outcomes. These lessons need to be revised with a set of learning outcomes and indicators linked to the description. The topics and activities need to fully reflect these
- 5. Suggest the team read the Pedagogy foundations course to support them in the revision

#### A. Course Information

#### Title Page

i.

#### The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

ii. Course	Details								
Course name	Laws ar	aws and Policies in Special Needs Education							
Pre-requisite	Inquiry philoso	Student teachers have taken the courses 'Foundations of Education in Ghana' and "Inclusive School-based Inquiry" which exposed them to general philosophies of education, developing personal teaching philosophies, issues about gender, equity and inclusion, learner diversity and characteristics, data							
	collecti	on and manager	nent	as well as use of	data to	or classroom intervention.			
Course Level	100	Course Code		Credit Value	3				

#### Table of contents

#### 1. Goal for the Subject or Learning Area

This course will expose student teachers to knowledge about international and national policies on SEN, core values and ethics in Special Needs Education (SNE), which will enable them to guarantee and protect the rights of the children with SEN as well as promote gender related issues.

#### 2. Key contextual factors

There are international and national laws and policies which guarantee the rights of learners with SEN and other issues relating to gender. Student teachers therefore need to be guided to acquire requisite knowledgeand competencies in order to protect and the rights of all learners and in particular those with SEN.

#### 3. Course Description

The course is designed to expose student-teachers to requisite knowledge and understanding of international and national policies on SEN, the rights of the child and gender related issues. The course is also designed to imbibe values and ethics that should be the hallmark of every teacher in contemporary Ghana. This course addresses Teachers Professional Practice and Professional Knowledge. The teaching approaches will include: Classroom enquiry (check lists, data collection and management) audio visual analysis, inviting resource persons, tutor-led seminars and demonstrations, computer–based instructions, interactive and collaborative group work, student teacher-led sessions, shower thoughts and debates. The modes of assessment of student-teachers will include the individual and group demonstrations, dramatization, tests. (NTECF, bullet 8, p.39; NTS 2a,). (NTECF, bullet 4, 16, p.39; NTS 1d) (NTS 3m; NTECF bullet 4 p17 & bullet 3 p35 & bullet 5 & 6 p16) NTS 2E; NTECF bullet 2 page 33)

4. Core and transferable skills and cross cutting issues, including equity and inclusion

**Digital literacy** of student teachers will be enhanced by giving them opportunities to surf and present information across units using various digital tools

**Critical thinking** is developed in student teachers when they discuss, compare and contrast international and national laws as well as analyse and reflect on ethics and values in Special Needs Education(CLO 1, CLO 2, CLO 3).

**Collaboration** is fostered through assigning group projects and presentation of various topics the rights of children with SEN,ethics

**Communicative skills** of student teacher would be enhanced through debate, interrogation and presentation of values and ethics (CLO 1, CLO 2, CLO 3)

**Personal development & Enquiry skills in action research** would be fostered acquiring skills for collecting data, analysing and initiating interventions for individual children and small groups (CLO 2).

**Respect for diversity and Individual differences** would be engendered in student teachers by understanding the rights ofchildren with SEN (CLO 1, CLO 2)

5. Course	Learning Outcomes				
CLO 1.Exhibit sk on SEN, the righ and sexual explo	ills in discussing internatio ts of the child and policies pitation (Salamanca Staten 2a; NTECF bullet 2 page 1	on gender-based violence nent, Inclusive Education	CLO 1.1.Explain the key issues in International and National policies on SEN, the rights of the child and gender-based violence and sexual exploitation policies CLO 1.2. Describe the role of international organizations such as the UN in supporting Ghana to promote the rights of the child with SEN.		
ethics that guide	rate knowledge and skills o e the teaching and learning ECF bullet 4 page 39).		CLO 2.1. Write a report on how to protect and promote the rights of learners with SEN		
CLO 3. Exhibit p and learning of 16, bullet 7 p.32	rofessional values and leac all learners with SEN (NTS 2).		CLO 3.1 Identify professional ethics and code of conduct for working with children with SEN and their families.		
	Content				
Unit/ Week	Торіс	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes		
1	International Laws and Conventions on Disability	Introduction to International laws and Conventions on Disability; the UN Convention on the Rights of the Child& the UN Convention on Persons with Disabilities	Inviting resource persons to make presentations on international conventions on disability, rights of the child & child abuse. Tutor-led seminars & discussions on the conventions on the rights of the child.		
2	International Policies on Disability	The UN Standard Rules on Equalisation of Opportunities for Persons with disabilities, Jomtien - EFA 200, The Salamanca Accord& the Sustainable Development Goal Four (SDG4)	Classroom enquiry, data collection & Management on the rights of the child; Tutor-led seminars & discussion of the importance and implications of the		
3	The 1992 constitution & Children's Act, 1998	1992 Constitution &the Children's Act ,1998	Tutor-led discussions on the rights of the child; Interactive and collaborative group work on the 1992 constitution & Children's Act; Shower thoughts, debates and student teacher-led sessions on key policies & disability.		
4	National Policies onEducation and Disability	1961 Education Act, Education Act 2008, the National Inclusive Education Policy&Education Strategic Plan 2003- 2030	Student- led seminar and presentations on Education Act 2008, IE Policy and ESP 2003-2030		
5	National Gender and Children Policy& Persons with Disability Law, 2006 (Act 715)	National Gender & Children Policy, Domestic Violence Act 2007 (Act 732)	Tutor-led seminars and shower thoughts to lead session in explaining gender & children policy as well as the Disability Law.Student- led seminar and presentations on gender & domestic violence.		
6	Regulations for Care & Protection of Children without Appropriate Parental Care	Care reform initiative, Context & Background, Children's rights, Standards 1-20	Tutor-led seminars and shower thoughts to lead session in explaining care reform initiative, context & background. Student- led seminar and presentations on children's rights, Standards 1-37 as well as records & files management.		
7	Regulations for Care & Protection of Children without Appropriate Parental Care (II)	Standards 21-37 & Records & Files Management	Student- led seminar and presentations on children's rights, Standards 1-37 as well as records & files management.		
8	Child & Family Welfare	Introduction,	Student- led seminar and presentations on		

	Policy 2014	Community processes to protect children, Policy	community processes to protect children, policy framework, beliefs & values as well as child and					
		Framework	family welfare system.					
9	Child & Family Welfare Policy 2014 (II)	Beliefs & Values & The Child & Family Welfare System	Tutor-led seminars and shower thoughts to lead sessions to explain and discuss Beliefs and values. Student- led seminar and presentations on Child & Family Welfare System					
10	Values & Ethics in Special Needs Education	Values and ethics in Special Needs Education (SNE)	Audio visual analysis (Exposures to video clips on professional ethics and good practices). Inviting resource persons to make presentations on relevance of values and ethics and their implications for practice. Tutor-led seminars and demonstrations on professional ethics and good practices. Interactive and collaborative group work; Role play tolerance, value, respect and empathy for learners with SEN.					
11	Disability language & etiquette	Disability language, Models of disability, language, etiquette &	Tutor-led discussion, independent study and small group discussion					
7. Teachi	ng and Learning Strategies	common courtesies						
Writing     Think-j     Team t     Talk fo     discuss     8. Course	<ul> <li>Writing of reflective notes</li> <li>Think-pair-share</li> </ul>							
Component 1 -	Subject Portfolio Assessm	ent: (30% overall score)						
Selected	items of students work (3	of them-10% each) =30%						
	/semester assessment (20	•						
	e journals projects and lea	- · · ·	· · · · · · · · · · · · · · · · · · ·					
Organiza	tion and Presentation of t	ne subject portfolio (10%) (i	now it is presented/organized)					
			m field trips, reports from audio visual analysis, Group Assignments and presentations)					
Component 2: S	Subject Project (30% overa	Il semester score)						
<ul><li>Metho</li><li>Substa</li></ul>			roject– 10% re the purpose of the project – 20%					
Component 3: I	End of Semester Examination	ion (40%)						
	All assessments should address critical thinking skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.							
	ed Reading and Reference							
Turnbull, A., Tu	rnbull, R. &Wehmeyer, M.	I. (2010). Exceptional lives: S	pecial education in today's schools (6 <sup>th</sup> ed.). New					
-	. Hallahan, Kauffman & Pul							
-	ng and Learning resources visuals from YouTube							
	es of Individual Learning Pl	ans						
-	es of diagnostic tools							
4. Sa	mples of inventories and c							

11. Course related professional development for tutors/ lecturers

Year of B.Ed. 2	Seme	ster 3	Pla	ce of lesson in se	mester	<b>1</b> 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Internatio	International Laws and Conventions on Disability Lesson Duration 3 Hours										
Lesson description	internatior	The lesson is designed to expose student-teachers to requisite knowledge and understanding of international conventions on persons with disabilities. This first lesson introduces student teachers to the course learning outcomes and the three assessment components										
Previous student		Student teachers have taken Foundations of Education in Ghana and Inclusive School based inquiry										
teacher knowledge,		courses in Year One										
prior learning												
(assumed)												
Possible barriers to	Misconcep	tions & preju	idices abou	ıt disability, large	class sizes, lack	of materials in dif	ferent formats					
learning in the lesson	for student	s with SEN (E	Braille versi	on, text-to-speec		nload materials us	sing phones.					
Lesson Delivery –	Face-to-	Practical	Work-	Seminars	Independent	e-learning	Practicum					
chosen to support	face [ V ]	Activity	Based	[v]	Study [	opportunities						
students in achieving		[V]	Leaning			[V]						
the outcomes					• • •							
Lesson Delivery – main			-		• • • •	proaches should be						
mode of delivery			help stude	nt teachers appre	ciate global eff	orts towards inclus	sion of persons					
chosen to support student teachers in	with disabi		معرام الثبيب محمد			anaviaiana in tha a						
		-				provisions in the co ons in the conventi						
achieving the learning outcomes.		• • •										
outcomes.	-	<b>Independent Study:</b> student teachers will do independent study using appropriate ICT tools to search for web site of the United Nations to locate the Conventions, download copies for discussions										
		e-learning Opportunities: Student teachers will use their phones and other digital devices to										
	-	download Convention documents for discussion										
Overarching					licies and conve	ention on SEN, the	rights of the					
outcome, what			-			n (Salamanca State	-					
you want the	-	-		ECF bullet 2 page								
students to		, ,,		1 0	, , , ,							
achieve, serves as												
basis for the												
learning												
outcomes. An												
expanded version												
of the description.												
Write in full												
aspects of the NTS												
addressed												
Learning Outcome	Learning O	utcomes	Lea	arning Indicators		Identify which cro	-					
for the lesson,						<ul> <li>core and transfe inclusivity, equity</li> </ul>						
picked and developed from						diversity. How wi	-					
the course						addressed or deve						
specification	1) Demor	nstrate	1) Reco	ord discussions of		Whole class appro	-					
Learning indicators		edge and		e UN Convention		Small group activi						
for each learning		tanding of		ts of the Child wit		student teachers a						
outcome		features of	-	ducation, wellbei	-	address equity an						
	the UN			ur, with tutors an	-	among themselve						
	Conve	ntions on the		key features of th	-	learners in future;						
	Rights	of the Child	Conv	vention on the Rig	hts of	learn how to integ	grate appropriate					
	2) Demor	nstrate	Pers	ons with Disabiliti	es.	ICT tools in learnir	ng, practice					
	knowle	edge and	3) Disci	uss how the keys	features in	collaboration and	engage in					
		tanding of		conventions are		reflective practice	during group					
		nvention on		emented in comn		discussion.						
	Person			ols and record th								
	Disabil	ities.	poin	ts in their Reflect	ve.							

Topic Title:			Teaching and learning activities on the delivery mode selected. 1	to achieve outcomes depending Feacher-led collaborative group			
UN conventions on the	Sub-topic	Stage/time	work or independent. Teacher Activity Student Activity				
rights of the child and persons with disabilities			Teacher Activity	Student Activity			
	Introduction of the course manual and the expectations for student teachers.10 minIntroductions the UN10-20Convention on the Rights of the Child & Persons with 		Face-to-face Lecturette to introduce the course manual and expectations for student teachers. Introduce students to the course as a specialist area that will end them up as experts in the area. Pause for comments. Move on to introduce the UN Conventions on the Rights of the Child and Persons with Disabilities	Student teachers actively listen to the introduction of the course manual and expectations for student teachers. Students share their comments and ask for clarifications, if any. Student teachers continue to listen to the introduction of the Conventions and ask related questions e.g. why did the UN come out with the convention? What are the responsibilities of member states?			
	Key features of the UN Convention on the Rights of the child	40-50 minutes	<ul> <li>e-learning opportunity</li> <li>Guide students to download</li> <li>PDF copies of the convention</li> <li>on the rights of the child using</li> <li>their mobile phones.</li> <li>(https://www.unicef.org/child-</li> <li>rights-convention)</li> <li>(https://www.ohchr.org/Docu</li> <li>ments/ProfessionalInterest/crc</li> <li>.pdf)</li> <li>(https://www.un.org &gt;</li> <li>disabilities &gt; documents &gt;</li> <li>convention &gt; convoptprot-e)</li> <li><u>https://www.un.org &gt;</u></li> <li>development &gt; desa &gt;</li> <li>convention-on-the-rights-of-p</li> </ul> Independent learning & seminar Guide students to identify the key features of the convention for small group discussion.	Students teachers use appropriate ICT tools (mobile phones) to download PDF copies of the UN Convention. Student teachers identify the key features of the convention and present in small group discussions.			
	Introduction to the Convention on the Rights of Persons with Disabilities Preamble Panel discussions on the 50 articles & 18 protocols	10- 30minutes 45-60 minutes	Face-to-face         Lecturette to introduce the UN         Convention for Persons with         Disabilities         Practical Activity         Guide students to do         presentation on the         articles and protocols of         the convention to the         whole class.	Student teachers listen actively to the introduction by tutors and lecturers and prepare towards the panel discussion Student teachers hold panel discussions on the 50 articles and the 18 protocols emphasizing how these provisions are observed in Ghana. They record of class interactions using appropriate ICT tools e.g. photos, videos and audio materials for their portfolios			

-										
Lesson assessments –	Assessment as									
evaluation of learning:	(Student teachers in panel discussions:									
of, for and as learning	1) The Convention on the rights of the child									
within the lesson	2) The Convention on the rights of persons with disabilities									
	<ul> <li>Individual and mixed ability group present written reports based on reflections on the convention on the rights of the child and rights of persons with disabilities</li> <li>Assesses Learning Outcomes: CLO 1</li> <li>Assessment should address critical thinking skills, communication and collaboration, personal development, problem solving, reflection and evaluation.</li> </ul>									
Instructional Resources	5. PDF Copies of the UN Conventions on the Rights of the Child/ Persons with Disabilities.									
Required Text (core)	1. Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.									
	2. PDF Copies of UN Conventions on the Rights of the Child/Persons with Disabilities (online)									
	www.unicef.org/crc/files/Rights_overview.pdf									
Additional Reading List	1. Yekple, E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special									
	Education. Winneba: Department of Special Education Book									
	2. Hayford, S. K. (2013). Special educational needs and quality education for all. Winneba:									
	Special Education Books.									
CPD needs	Using appropriate ICT tools for recording classroom interactions for building portfolios									
0. 2	song appropriate for tools to recording classicon interfactions for banding portions									

Year of B.Ed.	2	S	emester	3	Place	Place of lesson in semester				1 <b>2</b> 3 4 5 6 7 8 9 10 11 12			
Title of Lesson			Internation	nal Poli	icies on Di	sability			Les	son Duration	3 Hours		
Lesson description					-	-	lent-teacher vith disabiliti		quisite kno	owledge and und	derstanding		
Previous student tea knowledge, prior lea (assumed)	rning		persons wi	Student teachers have gone through international conventions on the rights of the child and persons with disabilities.									
Possible barriers to le the lesson	earnin	g in	-	stude						k of materials in ts to download r			
Lesson Delivery – cho support students in a the outcomes	achievi	ng	Face-to-fac √]	ce [     / 	Practical Activity [ V ]	Work- Based Leaning	Seminars [ √ ]	Study		e-learning opportunities [√]	Practicum		
<ul> <li>Lesson Delivery – ma of delivery chosen to student teachers in a the learning outcome</li> <li>Overarching out what you want t students to achie as basis for the learning</li> </ul>	suppo achievi es. come, :he eve, se	rves	employed a inclusion o <b>Practical A</b> convention <b>Seminar:</b> s <b>Independe</b> to search for discussions <b>e-learning</b> download Exhibit skill the child an	to intro f perso ctivity is mall gi mt Stu or web <b>Oppoi</b> <u>Conve</u> Is in di nd poli	oduce the ons with di students roup prese dy: studer o site of th rtunities: S ntion docu scussing ir icies on ge	lesson & I sabilities. will drama entations a t teacher e United N Gudent te ments for iternation nder-base	nelp student ntize panel di and discussio s will do inde lations to loo achers will u <u>c discussion.</u> al, national p d violence a	teache iscussio ons of ke epender cate the se their policies nd sexu	ers apprectors of the ey provisint study use Convent r phones a and convual exploit	proaches should iate global effor provisions in the ons in the conve using appropriate tions, download and other digital rention on SEN, t tation (Salamanc 2 page 16, bullet	ts towards entions e ICT tools copies for devices to he rights of a		
<ul> <li>outcomes. An exversion of the de</li> <li>Write in full aspendent</li> <li>NTS addressed</li> </ul>	escript	ion.											
<ul> <li>Learning Outcon lesson, picked ar developed from specification</li> <li>Learning indicato each learning out</li> </ul>	nd the co ors for	urse	Learning O	utcom	nes		Learning Inc	dicators	issu skil ado the	ntify which cross ues – core and tr Is, inclusivity, eq dressing diversity se be addressed reloped?	ansferable uity and v. How will		
			and un key fea	dersta atures ational	policies	he 2) [ . fe o re	Record discu key features internationa Discuss how t eatures are b bserved in G ecord the ma their Reflec burnals	of I policie the eing hana ai ain poin	of Eng act es. tea ger the nd the nts wo app lea coll refl	gagement in sma ivities will enable chers address ec- nder issues amor mselves as well ir learners in fut uld learn how to propriate ICT too rning, practice laboration and e lective practice c up discussions.	e student quity and ng as show ure; they integrate Is in ngage in		

Topic Title:			Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led				
International Policies on	Sub-topic	Stage/time	collaborative group work or independent.				
persons with disabilities	Sub-topic	Stage/time	Teacher Activity	Student Activity			
	UN Standards on the Equalization of Opportunities for persons with Disabilities	30-45 minutes	Face-to-face Lecturette to introduce the UN Standards on the Equalization of Opportunities for Persons with Disabilities	Student teachers actively listen to the introduction of the UN Standard Rules and ask related questions e.g. why the standards? How do the Standards differ from the Convention?			
	The Salamanca Accord	30-45 minutes	e-learning opportunity Guide students to download PDF copies of the UNESCO Salamanca Accord using their mobile phones. <u>www.unesco.org &gt;</u> education > pdf > SALAMA E <u>https://www.european-</u> agency.org > salamanca- statement-and-framework Independent learning & seminar Guide students to identify the key features of the Salamanca Accord for small group discussion <u>https://www.european-</u> agency.org > salamanca- statement-and-framework	Students teachers use appropriate ICT tools (mobile phones) to download PDF copies of the Salamanca Accord. Student teachers identify the key features of the Salamanca Accord and present in small group discussions.			
	UNESCO's Education for All (EFA 2000) initiative	30 minutes	<b>Practical Activity</b> Guide students to do presentation on the key features of the Salamanca Accord in small groups.	Student teachers hold small group discussions on the UNESCO's EFA 2000 initiative, taking notes of the implication for children with disabilities.			
	The Sustainability Development Goals	30-60 minutes	Guide students to download PDF file of the SDG and study how Goal Four (4) is linked to the current provisions in our education policies	Recording of class interactions using appropriate ICT tools e.g. photos, videos and audio materials for their portfolios			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment Student teachers in panel discusses the international policies on individuals w disabilities Individual and mixed ability groups present written reports based on reflections on the convention on the rights of the child with disabilities Assesses Learning Outcomes: CLO 1 Assessment should address critical thinking skills, personal development, problem solving,						
Instructional Resources		pies of the UN C	ollaboration skills and evaluation onventions on the Rights of the				

Required Text (core)	3. Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.
	4. PDF Copies of UN Conventions on the Rights of the Child/Persons with Disabilities
	(online)
	www.unicef.org/crc/files/Rights_overview.pdf
Additional Reading List	3. Yekple, E. Y. & Deku, P. (2017) Ed. Exceptional Learners: An Introduction to Special
	Education. Winneba: Department of Special Education Book
	4. Hayford, S. K. (2013). Special educational needs and quality education for all.
	Winneba: Special Education Books.
CPD needs	Panel discussions on the Convention on the rights of the child and on the Convention on the
	rights of persons with disabilities

Title of Lesso						1 2 <b>3</b> 4 5 6 7 8 9 10 11 12							
The of Lesso	n	The 1992	The 1992 Constitution & the Children's Act, 1998 Lesson Duration 3 Hours										
Lesson descri	iption		The lesson is designed to expose student-teachers to requisite knowledge and understanding of 1992 Constitution & the Children's Act, 1998.										
Previous stud	dent teacher		Student teachers have taken Foundations of Education in Ghana and Inclusive School based										
knowledge, p			nquiry courses in Year One as well as international conventions and policies on disability										
(assumed)		1. 7	inquiry courses in real one as well as international conventions and policies on disability										
Possible barr	iers to	Misconcep	Misconceptions & prejudices about disability, large class sizes, lack of materials in different										
learning in th	ne lesson	formats for	students with	n SEN (Brai	lle version, te	ext-to-speech), u	units to download m	aterials					
		using phon	es.										
Lesson Delive	ery – chosen	Face-to-	Practical	Work-	Seminars	Independent	e-learning	Practicum					
to support st	udents in	face [ V ]	Activity	Based	[V]	Study [ v ]	opportunities						
achieving the			[V]	Leaning			[V]						
Lesson Delive	•					-	approaches should						
mode of deliv	-			-	lent teachers	appreciate glo	oal efforts towards i	nclusion of					
to support st			ith disabilities										
teachers in a	-		-		-		he provisions in the						
learning outo	comes.		Seminar: small group presentations and discussions of key provisions in the conventions										
			Independent Study: student teachers will do independent study using appropriate ICT tools to										
			search for web site of the United Nations to locate the Conventions, download copies for										
			discussions e-learning Opportunities: Student teachers will use their phones and other digital devices to										
		-	Convention d				es and other digital	uevices to					
Overarch	ning						SEN, the rights of th	ne child and					
	e, what you	policies or	n gender-base	d violence	and sexual ex	ploitation (CLO	1) (The 1992 Constit	tution & the					
want the	e students to	Children's	Act, 1998) (N <sup>-</sup>	TS 2a; NTE	CF bullet 2 pa	ge 16, bullet 8 j	oage 39).						
achieve,	serves as												
basis for	the learning												
outcome	es. An												
expande	d version of												
the desc	ription.												
	full aspects												
	TS addressed												
-	Outcome for	Learning C	Jutcomes		Learning Inc	dicators	Identify which c	-					
	on, picked						issues – core and						
	eloped from						transferable skil						
the cours							equity and addr	-					
specifica							diversity. How w						
-	indicators	1) Domo	onstrate	1)	Record discu	ssions of	addressed or de Discussions of th	· · ·					
for each outcome	-	,	ledge and	,	national laws		laws and disabili						
Juicome	5		standing of th			o the welfare of		•					
			hal laws and th		persons with		knowledge in ad						
			ation to the		Discus how na		equity and gend	-					
			re of persons v		safeguard the		they would lear						
		disabi	-		Persons with		integrate appro						
							tools in learning						
							collaboration.						

Topic Title: National Constitution and	Sub-topic	Stage/time	Teaching and learning activities depending on the delivery mode collaborative group work or inde	selected. Teacher-led					
the Children's Act	Sub topic	Stuge/ time	Teacher Activity	Student Activity					
	Introduction to national laws	15 minutes	Face-to-face Lecturette to introduce the 1992 Constitution of Ghana	Student teachers actively listen to the introduction of the 1992 Constitution as a preparation towards the analysis of the full document.					
	1992 Constitution	75 minutes	e-learning opportunity Guide students to download PDF copies of the 1992 Constitution of Ghana using their mobile phones. <u>https://www.wipo.int &gt; edocs &gt;</u> <u>lexdocs &gt; laws</u> <u>https://www.ghanaweb.com &gt;</u> <u>GhanaHomePage &gt; republic &gt;</u> <u>constitution</u>	Students teachers use appropriate ICT tools (mobile phones) to download PDF copies of the 1992 Constitution of Ghana. Student teachers identify the key features of the 1992 Constitution of Ghana and present in small group discussions.					
			Independent learning & seminar Guide students to identify the key features of the 1992 Constitution of Ghana for small group discussion						
	The Children's Act, 1998 (Act 560)	90 minutes	Practical Activity Guide students to make notes from the Children's Act, 1998 (Act 560); they should take notes on the following key features: Sections 1-15 Rights of the child; Sections 16-26 Care & protection; Sections 87-96 Child labour; Sections 105-114 Approved Residential home care; & Sections 115-120 Day care centres.	Student teachers hold panel discussions on the key features of the Children's Act (Ghana) emphasizing how these features such as rights of the child; care & protection; child labour; approved residential home care & day care centres. Recording of class interactions using appropriate ICT tools e.g. photos, videos and audio materials for their portfolios					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	different <ul> <li>Student t disabilitie</li> </ul>	contexts e.g. ec	achers to use drama to exemplify the rights of persons with disabilities in ontexts e.g. education, employment and access to social services. achers must submit report on how the rights of all children, including those (SEN) are observed in their communities or classrooms of their STS.						
Instructional Resources	opment, problem solving, 1998 (Act 560)								
			992 Constitution & Children's Rights,						
Required Text (core)	2. PDF	Copies of UN Co	troduction to Special Education, Acc poventions on the Rights of the Child /files/Rights_overview.pdf						

Additional Reading List	<ol> <li>Hayford, S. K. (2013). Special educational needs and quality education for all. Winneba: Special Education Books.</li> </ol>
CPD needs	Use of appropriate ICT tool to teach policy issues relating to vulnerable groups in society

Year of B.Ed. 2	Semester	3	Place of	lesson in se	mester	1	2 3 <b>4</b> 5 6 7 8	9 10 11 12			
Title of Lesson	National Polic	cies on Edu	ication and	Disability		Lesson	Duration	3 Hours			
Lesson description	learning. The	The lesson will introduce students to various activities and strategies to address barriers to learning. The lesson will enable the student teacher adopt appropriate interventional strategies to address identified needs of learners.									
Previous student teacher knowledge, prior learning (assumed)	would have gamisconceptio	Knowledge about barriers to learning, through STS (beginning teaching 1) student teachers would have gained knowledge of challenges learners manifest in classrooms, knowledge about misconceptions of learning. Misconceptions & prejudices about disability, large class sizes, lack of materials in different									
Possible barriers to learning in the lesson	-				-		its to download				
Lesson Delivery – chosen to support students in achieving the outcomes	to-face Act [√] [√	ivity B ] Lo	Vork- ased eaning	Seminar s [√]	Independe t Study [ v	/] o [`	-learning pportunities √] pproaches shoul	Practicum			
<ul> <li>mode of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	persons with Practical Activ Seminar: sma Independent search for we discussions e-learning Op download Con Exhibit skills in policies on ge	disabilities vity: stude Ill group pr Study: stu b site of th portunitie nvention d n discussir nder-base	s. ents will dra resentation ident teach ne United N es: Student locuments ng National d violence	matize pane s and discus ers will do ir lations to loo teachers wil for discussio Policies on F and sexual e	I discussion sions of key adependent cate the Cor I use their p n. ducation an xploitation	ns of the y provisi s study u nvention bhones nd SEN, (The Dia	l efforts towards e provisions in th ions in the conv using appropriat ns, download co and other digita the rights of the sability Law2000 bullet 8 page 39	ne conventions entions. e ICT tools to opies for I devices to e child and 5 (Act 715).			
<ul> <li>the NTS addressed</li> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<ol> <li>Learning Oute</li> <li>Demonstration</li> <li>Demonstration</li> <li>about the features of national preducation disability.</li> <li>Demonstration</li> <li>Demonstration</li> </ol>	ate e and ding key f the olicies on and rate ge and nding	1) Disc Edu 2) Disc Incl	cross cutting nd transferable y, equity and ersity. How will ssed or res of ity and gender gration, critical em solving, boration and ice							
	about the features national a disability	of the and									

<b>Topic Title:</b> National Policies on Education and Disability	Sub-topic	Stage/time	Teaching and learning activ depending on the delivery collaborative group work of	mode selected. Teacher-led			
			Teacher Activity	Student Activity			
	1961 Education Act, Education Act 2008,	30 minutes	Face-to-face Expose student teachers to the two Acts emphasising on the provisions for children with disabilities.	Student teachers listen actively and take notes of the key features of the Acts with respect to children with disabilities.			
	The National Inclusive Education Policy	90 minutes	Practical Activity & Seminar Guide students to use appropriate ICT tools to download the IE policy for study.	Student teachers use appropriate ICT tools to download the IE policy for small group activities. Students discuss the definition of inclusion, categories of children mentioned in the policy among others.			
	Education Strategic Plan 2003-2030	60 minutes	Seminar & e-learning Guide students to prepare notes on key features in the ESP 2003- 2030 for class presentation ( <u>https://www.qlobalpartn</u> <u>ership.org &gt; content &gt;</u> <u>education-strategic-plan-</u> <u>201.</u> )	Student teachers download copies of the ESP 2003-2030 and identify the key features on access to education and SEN for small group discussion prior whole class presentations. Record class interactions with appropriate ICT tools and keep photos and videos in their portfolios.			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Assessment         Panel discussion of the three policies- Education Act of 1961, 2008 & IE Policy         (INDIVIDUAL AND GROUP PRESENTATIONS)         Individual and mixed ability groups present written reports based on reflections on the national policies on educationand disability         Assesses Learning Outcomes: CLO 1         Assessment should address critical thinking skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.						
Instructional Resources	<ol> <li>The Nation</li> <li>Education</li> </ol>	onal Inclusive Edu	cation Policy -online 003-2030 – online				
Required Text (core)	1. Hayford,		ial Educational Needs and Qu	uality Education for All. Winneba:			
Additional Reading List	1. Gadagbu	i, G. Y. (1998)					
CPD needs	Discussion of prov	isions in policy do	ocuments for children with SI	EN			

Year of B.Ed. 2	Semester	Semester <b>3</b> Place of lesson in semester				1 2 3 4 <b>5</b> 6 7 8 9 10 11 12				
Title of Lesson	National Ge 2006 (Act 7:		dren Polic	y & Persons v	vith Disability	Law,	Lesson Dura	tion	3 Hours	
Lesson description	with Disabil features of f attention to their practic	The lesson will expose student teachers to National Gender and Children Policy as well as Persons with Disability Law in order to enable them acquire relevant knowledge and understanding of the features of the two documents. The lesson will also enable the student teachers pay particular attention to issues relating to gender and disability in order to promote equity and inclusion in their practice.								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to					s and policies		oilities. materials in dit	fforont		
learning in the lesson Lesson Delivery – chosen	-				-	connec	tivity problems		cum	
to support students in achieving the outcomes	face [√]	Activity [ V ]	Based Leaning	[V]	Study [ V ]	[1]	ortunities			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Overarching	introduce th disability. Seminar: sn e-learning C download P	<b>Face-to-face:</b> lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson to prepare student teachers to discuss policy documents on gender and								
outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	Disability La exploitation	w, the rights	of the chil	d and policie	s on gender-ba	-	olence and sexu			
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators</li> </ul>	Learning Ou	itcomes	L	earning Indi	cators	issi ski ade the	entify which cro ues – core and Ils, inclusivity, dressing divers ese be address veloped?	transfe equity a sity. Hov	erable and	
for each learning outcome	key featu national children 2) Demons knowled understa key featu	ge and inding of the ires of the gender and policy. trate	2) [ 2) [ 3) [ 3) [ 5 3) [ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	policy and its heir classroo Discuss and re pafeguard ger eaching and Describe and RJ how the rig with disabiliti	er and children implication to m practice. ecord how to nder issues in learning. record in their ghts of persons es are t schools and	n and en pro inc ap l f Int s pro col	derstanding N d Children Poli hance student derstanding of pmoting equity lusion, they wi propriate skills egration, critic oblem solving, laboration and actice.	cy will teache their ro gende ill deve in ICT al think creativ	rs ole in er and lop king, ity,	

<b>Topic Title:</b> National Gender and Children Policy & Persons with Disability Law, 2006	Sub-topic	Stage/time	Teaching and learning activities to the delivery mode selected. Teach or independent.	er-led collaborative group work			
(Act 715).			Teacher Activity	Student Activity			
	Policy Goals, Objectives & Principles	15 minutes	Face-to-face Guide student teachers to discuss the policy goals	Student teachers listen actively to the introduction by the tutor as preparation towards individual and small group activities.			
	Gender Concerns & Child related issues	30 minutes	e-learning & Practical Activity Guides students to make notes for group discussion <u>https://www.unicef.org &gt; ghana &gt;</u> <u>reports &gt; child-and-family-</u> <u>welfare-policy</u> ) (mogcsp.gov.gh > ) (mogcsp.gov.gh >)	Student teachers use appropriate ICT tools to download document on gender and children policy, study the objectives and write notes for small group discussion.			
Persons with Disability Law of 2006 (Act 715)	Key features of the Law	90 minutes	Seminar Guide student teachers to prepare notes on key features of the policy documents for classroom interactions.	Student teachers continue with small group activities by downloading Act 715 and taking notes of the key features for small group discussion. Students record classroom interactions using appropriate ICT tools to get photos and videos for their portfolios.			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul> <li>Assessment</li> <li>Discuss the relevance of National Gender and Children Policy to you as a student teacher (Or)</li> <li>Write a short presentation on the key features of Persons with Disability Law, 2006 (Act 715) to educate your community during a PTA meeting.</li> <li>Individual and mixed ability groups present written reports based on reflections on the National Gender and Children Policy</li> <li>Assesses Learning Outcomes: CLO 1</li> <li>Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.</li> </ul>						
Instructional Resources	<ol> <li>National Gender and Children Policy</li> <li>Persons with Disability Law, 2006 (Act 715). online</li> </ol>						
Required Text (core)			d Children Policy lity Law, 2006 (Act 715). online				
Additional Reading List							
CPD needs	Panel & small	group discussio	on of policies on gender and disability	У			

Year of B.Ed. 2	Semester	3 PI	ace of less	on in semest	er 12	3 4 5 <b>6</b> 7 8 9 1	.0 11 12			
Title of Lesson	-	for Care & P		f Children wi	thout	Lesson Duration	3 Hours			
Lesson description	Т	Appropriate Parental Care (I)       Duration         The lesson will introduce students to some aspects of regulations for care & protection of children without appropriate parental care in Ghana.								
Previous student teacher knowledge, prior learning (assumed)	Knowledge	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents								
Possible barriers to learning in the lesson	-	students with s		-	xt-to-speech), u	ick of materials in nits to download	materials			
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face [ √ ]	Practical Activity [√]	Work- Based Leaning	Seminar s [ v ]	Independent Study [ √ ]	e-learning opportunities [ √ ]	Practicum			
<ul> <li>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the</li> </ul>	employed t Practical Ad Independen to search fo e-learning ( download p The stu of the p	o introduce the stivity:studen at Study: studen or the policy, of Dpportunities policy docume adent teacher	ne lesson 8 ts will dran lent teache download c s: Student t ents for disc s will demo ilarly the <b>re</b>	help studen natize panel o ers will do inc copies for dis reachers will cussion. onstrate know egulations fo	t teachers the k discussions of th lependent study cussions use their phone vledge and unde	approaches shoul ey features in the e provisions in the vusing appropriat s and other digita erstanding of the <b>ion of children w</b>	policy. e policy e ICT tools l devices to key features			
NTS addressed <ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning O	arning Outcomes       Learning Indicators       Identify which cross cutting issues – core transferable skills, inclusivity, equity an addressing diversity. will these be address								
		of Regulation Protection of propriate	ns a ir 2) D 1 c	nd discuss ca iitiative and o hildren's righ iscuss and re -20 of the reg are and prote	context of ts in Ghana. cord Standards gulations for ection of out appropriate	developed? Identify and ac equity and ger ICT Integration thinking, prob creativity, colla and reflective	nder issues, n, critical lem solving, aboration			

<b>Topic Title:</b> Regulations for Care & Protection of Children without	Sub-topic	Stage/time	depending on the delivery mode	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Appropriate Parental Care			Teacher Activity	Student Activity				
	Care reform initiative, Context, & Background	60 minutes	Face-to-face & Independent Study Introduce the lesson to student and guide them to do independent study on Regulations for Care & Protection of Children without Appropriate Parental Care	Student teachers listen actively to the tutor/lecturer as they prepare to read material. e-learning student teachers use appropriate ICT tools to download material on regulations for residential care as a last resort and make notes on key features in the policy. www.ovcghana.org > docs > standards for residential care				
	Children's rights,	30 minutes	e-learning & Seminar guide student to read and make notes for whole class discussion on the rights of the child. <u>www.ovcghana.org &gt; docs &gt;</u> <u>standards for residential care</u>	Student teachers use appropriate ICT tools to download the children's rights read make notes for whole class discussion				
	Standards 1- 20	90 minutes	Seminar Guide student teachers to engage in whole class seminar and discussion on the standards of the rights of the child	Student teachers present their notes on the three aspects of the document for whole class discussion. They record class interactions and use appropriate ICT tools to take photos and videos for their portfolios.				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Children v Individual Regulatio Assesses Learn Assessment sh	without Approp I and mixed abil ns for Care & Pi ning Outcomes: nould address c	ntext and background of the Regulations for Care & Protection of opriate Parental Care. ability groups present written reports based on reflections on the a Protection of Children without Appropriate Parental Care es: CLO 1, CLO 2, CLO 3 s critical thinking and analysis skills, personal development, a, communication and collaboration skills and evaluation.					
Instructional Resources			ction of Children without Appropriat					
Required Text (core)	Regulations f online	or Care & Prote	ection of Children without Appropria	ate Parental Care (document)				
Additional Reading List								
CPD needs	Mock review of	of a case applyi	ng the Regulations for Care & Protec	ction of Children				

Year of B.Ed. 2	Semeste	er 3	Place of I	esson in sem	nester	123	3456789	10 11 12		
Title of Lesson	-	Regulations for Care & Protection of ChildrenLesson Duration3 Hourswithout Appropriate Parental Care (II)								
Lesson description	The lesson v	The lesson will expose student teachers to other aspects of regulations for care & protection of children without appropriate parental care in Ghana.								
Previous student teacher knowledge, prior	-	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents								
learning (assumed) Possible barriers to learning in the lesson		Misconceptions & prejudices about disability, large class sizes, lack of materials in different formats for students with SEN (Braille version, text-to-speech), units to download materials using								
Lesson Delivery – chosen	phones		Nork-	Seminars	Independe		earning	Practicum		
to support students in achieving the outcomes	to- Ad	ctivity E	Based Leaning	[ V ]	Study [ V ]		portunities	Practicum		
<ul> <li>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</li> <li>Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	to introduce Practical Ac Independen search for th e-learning C download p The less of the p	e the lesson & ctivity:student nt Study: stude he policy, dow Dpportunities policy docume son will equip	help student s will dramat ent teachers mload copies Student tea student teac arly the Stan	teachers the ize panel dis will do indep for discussio chers will use sion. hers with kn dards 21-37	e key feature cussions of the pendent study ons e their phone owledge and & Records &	es in the he provi y using a es and o l unders Files Ma	sions in the po appropriate IC ther digital dev tanding of the anagement of	licy Γ tools to vices to key features		
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning</li> </ul>	Learning Ou	utcomes	Learning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?							
outcome	on the s 21-37 o 2) Demon knowle	edge in and file	and ot suppo 2) Demo	her interven rt learners w nstrate how		s to j i th l	Student teache panel discussic measures of ac equity and gen ICT Integration thinking, probl creativity, colla and reflective p	n on Idressing der issues. , critical em solving, iboration		

<b>Topic Title:</b> Regulations for Care & Protection of Children	Sub-topic	Stage/time	Teaching and learning activities t depending on the delivery mode collaborative group work or indep	selected. Teacher-led				
without Appropriate			Teacher Activity	Student Activity				
Parental Care (II)	Standards 21- 37 & Records & Files Management	60 minutes	Face-to-face & Independent Study Introduce the lesson to students and guide them to do independent analysis onRegulations for Care & Protection of Children.	Student teachers listen actively to the tutor/lecturer as they prepare to read material. e- <b>learning</b> student teachers use appropriate ICT tools to download material on regulations for residential care as a last resort and make notes on key features in the policy.				
	Records & File management	30-90 min	e-learning & Seminar guide student to read and make notes for whole class discussion.( <u>https://www.unicef.org &gt; ghana</u> <u>&gt; reports &gt; child-and-family-</u> <u>welfare-policy</u> ) (mogcsp.gov.gh <u>&gt;)</u> <u>www.ovcghana.org &gt; docs &gt;</u> <u>standards for residential care</u> ) <u>Seminar</u> Guide student teachers to engage in whole class seminar and discussion	Student teachers use appropriate ICT tools to download the children's rights read make notes for whole class discussion Student teachers present their notes on the three aspects of the document for whole class discussion. They record class interactions and use appropriate ICT tools to take photos and videos for				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul><li>Ghana) as w</li><li>Individual ar</li></ul>	ell as records & f	Standards 21-37 (Standards for Operation of Residential Care Settings in cords & files management.         d ability groups present written reports based on reflections on the e & Protection of Children without Appropriate Parental Care (Standards					
	Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3 Assessment should address critical thinking and analysis skills, personal development, problem solving, reflection, communication and collaboration skills and evaluation.							
Instructional Resources	Regulations for C	Care & Protectior	n of Children without Appropriate Pa	arental Care (document)				
Required Text (core)	egulations for Care	& Protection of	Children without Appropriate Parer	ntal Care (document) online				
Additional Reading List								
CPD needs	Records and File	management of	children under custodial care					

Year of B.Ed.	2	Semester	3	Pla	ace of	f lesson in se	mester		123456	5 7 <b>8</b>	9 10 11 12
Title of Lesson		Child & Fa	Child & Family Welfare Policy 2014 Lesson I				on Dui	Duration 3 Hours		rs	
Lesson description		The lesson	will intro Ghana.	duce st	udent	teachers to	Child& Fan	nily We	elfare Policy	/ 2014	
Previous student to knowledge, prior lo (assumed) Possible barriers to	earning	about stre g Misconcep	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents Misconceptions & prejudices about disability, large class sizes, lack of materials in different								n different
in the lesson		formats for using phon		with SE	EN (Br	aille version,	text-to-sp	eech),	units to do	wnload	l materials
Lesson Delivery – c support students in achieving the outco	n	Face- to-face [√]	Practical Activity [√]	Wo Bas Lea		Seminars [√]	Independ Study [ V		e-learning opportunit [√]	ties	Practicum
Lesson Delivery – n mode of delivery c support student te achieving the learn outcomes.	nain hosen to achers ir	Face-to-fa to introdu Practical A Independe search for e-learning	ce: lecture ce the less activity:stu ent Study: the policy Opportu	ette, dis son & h udents v studen v, down nities: S	scussion elp str will dr nt teac load co studer	udent teache ramatize pan chers will do copies for dis nt teachers w	ers the key el discussio independe cussions	featur ons of ent stud	g approach res in the po the provision dy using ap	olicy. ons in t propria	Id be employed he policy ite ICT tools to al devices to
<ul> <li>Overarching of what you wan students to act serves as basis learning outco expanded vers description.</li> <li>Write in full as the NTS addres</li> </ul>	t the hieve, for the mes. An sion of th	of the Chil	download policy documents for discussion. The lesson will equip student teachers with knowledge and understanding of the key features of the Child & Family Welfare Policy 2014							e key features	
<ul> <li>Learning Outco the lesson, pic developed from course specific</li> <li>Learning indica each learning</li> </ul>	ked and m the ation ators for	Learning C	Outcomes		L	earning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?				d transferable , equity and sity. How will	
	<i>u</i> ttome	1) Demons application knowledge & Family V 2014.	n of e about Ch					Addressin issues, IC thinking,	ng equi T Integ proble , collab	ty and gender ration, critical m solving, poration and ce	
Topic Title: Child & Family Wel <sup>-</sup> 2014	fare Polio	Sub-topic	Sta	age/tim		Teaching an depending o collaborativ	on the deli e group w	very m	node select	ed. Tea nt.	icher-led
		Introductio	on 30	-45		Teacher Act	-		Student t		nt Activity
		to Child ar family We Policy 201 definitions concepts	id mi lfare 4-	30-45Face-to-face &Student teamminutesIndependent Studyto the tutor,Introduce the lesson todiscuss keystudent and guide them topolicy e.g. cldo independent study tochild and farreflect on definitions ande-learningconcepts e.g. child.student teadChildhood, child and FamilyappropriateWelfare, and childdownload m					or/lect ey conc c child, family g eachers ate ICT	urer as they epts in the childhood, welfare	

			protection system	make notes on definitions and				
			strengthening.	concepts in the policy.				
	Community	45 minutes	strengthening.	Student teachers use				
	processes to	45 minutes		appropriate ICT tools to				
	protect		e-learning & Seminar	download the children's rights				
	children,		guide student to read and	read make notes for whole				
	erindi erij		make notes for whole class	class discussion				
			discussion.					
			(https://www.unicef.org >					
			ghana > reports > child-and-					
			family-welfare-policy)					
			( <u>moqcsp.gov.qh ›</u> )					
	Policy	90 minutes	Seminar	Student teachers present				
	Framework		Guide student teachers to	their notes on the policy				
			engage in whole class	framework for whole class				
			seminar and discussion.	discussion. They record				
			Provide appropriate	class interactions and use				
			adaptations to engender	appropriate ICT tools to				
			inclusion.	take photos and videos for				
				their portfolios.				
Lesson assessments –	Assessment							
evaluation of learning: of,		-	resentations on community pro	ocesses to protect children and				
for and as learning within	policy fram	ework.						
the lesson								
			groups present written report	s based on reflections on the				
	child and fa	mily welfare po	ІІСУ					
	Assesses Learni	ng Outcomes: C	LO 1, CLO 2, CLO 3					
				personal development, problem				
	solving, reflectio	on, communicat	ion and collaboration skills and	evaluation.				
Instructional Resources	Regulations for	Regulations for Care & Protection of Children without Appropriate Parental Care (document)						
Required Text (core)	gulations for Care & Protection of Children without Appropriate Parental Care (document)							
	online							
Additional Reading List								
CPD needs	Designing of po	licy framework						

Year of B.Ed. 2	Semester	r <b>3</b> Place of lesson in semester		1	2345678	<b>9</b> 10 11 12		
Title of Lesson	Child and F	Child and Family Welfare Policy (II) Les					Duration	3 Hours
Lesson description		The lesson will introduce students Beliefs & Values & The Child & Family Welfare System in Ghana.						
Previous student teacher knowledge, prior learning (assumed)	-	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents						
Possible barriers to learning the lesson	formats for	Misconceptions & prejudices about disability, large class sizes, lack of materials in different ormats for students with SEN (Braille version, text-to-speech), units to download materials using phones						
Lesson Delivery – chosen to support students in achievi the outcomes	ng face [ √	Practica \ I E	Vork- Based .eaning	s t Study [ √ ]		-		Practicum
Lesson Delivery – main mod of delivery chosen to suppo student teachers in achievin the learning outcomes.	ort employed t ng Practical A Independe to search fo e-learning download The lesson	<ul> <li>Face-to-face: lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson &amp; help student teachers the key features in the policy.</li> <li>Practical Activity:students will dramatize panel discussions of the provisions in the policy Independent Study: student teachers will do independent study using appropriate ICT tools to search for the policy, download copies for discussions</li> <li>e-learning Opportunities: Student teachers will use their phones and other digital devices to download policy documents for discussion.</li> <li>The lesson will equip student teachers with knowledge and understanding of the key feature</li> </ul>						n the policy. in the policy priate ICT tools digital devices to f the key features
<ul> <li>students to achieve, serves as basis for the learning outcomes. An expanded version of th description.</li> <li>Write in full aspects of NTS addressed</li> </ul>	e	of the policy, particularly, the Beliefs & Values & The Child & Family Welfare System.						System.
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>		utcomes	Learning Indicators Identify which cross cuttin issues – core and transfer skills, inclusivity, equity a addressing diversity. How these be addressed or developed?				and transferable ity, equity and versity. How will	
	1) Demons knowledge & Values &	trate about Belief The Child & fare System	1)Demonstrate understanding of Beliefs& Values & The Child & Family Welfare System.Addressing equity and gend issues, ICT Integration, critic thinking, problem solving, creativity, collaboration and reflective practice					egration, critical blem solving, laboration and ctice
Topic Title: Child and Family Welfare Pc (II)	licy Sub-topic	Sub-topicStage/timeTeaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.						Teacher-led
	Beliefs and	60 mir	utes	Teacher Activity Face-to-face &			Student teach	udent Activity
	Values				the lesson and guide th ndent stud d values.	em to	actively to the as they prepa material. e- <b>learning</b> student teach appropriate I download ma	e tutor/lecturer are to read hers use CT tools to

				as a last resort and make				
				notes on key features in the				
				policy.				
	The Child &	90min	e-learning & Seminar	Student teachers use				
	Family		guide student to read and	appropriate ICT tools to				
	Welfare		make notes for whole class	download the children's rights				
	System		discussion.	read make notes for whole				
				class discussion.				
			Seminar	Student teachers present				
			Guide student teachers to	their notes on the three				
			engage in whole class	aspects of the document for				
			seminar and discussion	whole class discussion. They				
				record class interactions and				
				use appropriate ICT tools to				
				take photos and videos for				
				their portfolios.				
Lesson assessments –	Assessment							
evaluation of learning: of, for	• Student- led seminar and presentations on community processes to protect children and							
and as learning within the	policy framework.							
lesson	<ul> <li>Individual and mixed ability groups present written reports based on reflections on the</li> </ul>							
	child and family welfare policy							
	Assesses Learni	ng Outcomes: Cl						
	ASSESSES Learn	Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3						
	Assessment sho	uld address criti	cal thinking and analysis skills	nersonal development				
	Assessment should address critical thinking and analysis skills, personal development,							
Instructional Resources	problem solving, reflection, communication and collaboration skills and evaluation.							
instructional Nesources		CHILD AND FAMILY WELFARE POLICY (document)						
Required Text (core)	CHILD AND FAMILY WELFARE POLICY (document) online							
Additional Reading List								
CPD needs	Coaching by a Social Welfare Officer - Beliefs and values system as well as Child and Family							
	Welfare							

Year of B.Ed.	2	Semester	3 P	Place of lesson in semester			12	3456789	10 11	L 12
Title of Lesson		Values & Ethio	Values & Ethics in Special Needs Education					Lesson Dura	tion	3 Hours
Lesson description	ו	The	e lesson will in	troduce s	tudents to V	alues & Et	thics in S	Special Needs Ed	ucatior	۱.
Previous student knowledge, prior (assumed)	learning	about street o	Knowledge about various international and national policies on children's rights, knowledge about street children and child adoption, teenage pregnancy & parents							_
Possible barriers t in the lesson	o learnin									
Lesson Delivery – support students achieving the oute	in	Face-to- face [ V ]	Practical Activity [ v ]	Work- Based Leaning	Seminars [ √ ]	Indepen Study [ \		e-learning opportunities [ √ ]	Practi	icum
Lesson Delivery – mode of delivery – support student to achieving the lear outcomes.	main chosen to eachers ir	<ul> <li>to introduce t</li> <li>Practical Activity</li> <li>policy</li> <li>Independent</li> <li>search for the</li> </ul>	<ul> <li>Face-to-face: lecturette, discussions and other talk for learning approaches should be employed to introduce the lesson &amp; help student teachers identify the key features in the policy.</li> <li>Practical Activity:students will dramatize through panel discussions of the provisions in the policy</li> <li>Independent Study: student teachers will do independent study using appropriate ICT tools to search for the policy, download copies for discussions</li> <li>e-learning Opportunities: Student teachers will use their phones and other digital devices to</li> </ul>							e ols to
<ul> <li>Overarching of what you wan students to an serves as basin learning outco expanded ver the description</li> <li>Write in full an the NTS addression</li> </ul>	nt the chieve, is for the omes. An sion of on. spects of	Ethics in S	The lesson will equip student teachers with knowledge and understanding of the Values & Ethics in Special Needs Education						ies &	
<ul> <li>Learning Outo the lesson, pi developed fro course specifi</li> <li>Learning indic each learning</li> </ul>	come for cked and om the cation cators for		Learning Outcomes         Learning Indicators         Identify which cross cutting issues – core and transferable skills, inclusivity equity and addressing diversity. How will these be						usivity, se be	
	outcome	1) Demonstra of Values & Et	1) Demonstrate application       Demonstrate appropriate Values       Addressing equity and         of Values & Ethics in Special       & Ethics in managing the needs       gender issues, ICT         Needs Education       of learners with SEN       Integration, critical thinking, problem solving, creativity, collaboration and reflective practice					l inking, tivity,		
Topic Title:					-	-		achieve outcom	-	-
Values & Ethics in Needs Education	Special	Sub toric	Stage /time		e delivery m or independ		ted. Tea	acher-led collabo	orative	group
		Sub-topic	Stage/time	work	Teacher A			Stud	ent Act	tivity
		Introduction	30 minutes	Study Intro and g indep	to-face & In	dependen son to stud o do ly on value	dent es and	Student teache actively to the f as they prepare material. e- <b>learning</b> student teache appropriate ICT download mate and ethics in SN	rs lister tutor/le to rea rs use tools t erial on	n ecturer d

	Values and	90 minutes	e-learning & Seminar	Student teachers use				
	Ethics in		guide student to read and make	appropriate ICT tools to				
	Special		notes for whole class discussion	download values and ethics				
	Needs		on Values & Ethics in Special	in special needs education				
	Education		Needs Education.	make notes for whole class				
			<u>https://extension.usu.edu &gt; ou-</u>	discussion.				
			files > self assessment tool >					
			<u>10C Language</u>	Student teachers present				
			Seminar	their notes on the three				
			Guide student teachers to	aspects of the document for				
			engage in whole class seminar	whole class discussion. They				
			and discussion on Values & Ethics	record class interactions and				
			in Special Needs Education in	use appropriate ICT tools to				
			Ghana.	take photos and videos for				
				their portfolios.				
Lesson assessments –	Assessment							
evaluation of learning: of,	• Student-	• Student- led seminar and presentations on values and ethics guiding the education of						
for and as learning within	learners with special needs.							
the lesson								
	Individua	l and mixed abili	ty group present written reports bas	ed on reflections on the				
		values and ethics guiding the education of learners with special needs.						
	Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3							
	Assessment should address critical thinking and analysis skills, personal development, problem							
	solving, reflection, communication and collaboration skills and evaluation.							
Instructional Resources	CHILD AND FAMILY WELFARE POLICY Government of Ghana (document)							
Required Text (core)	HILD AND FAMILY WELFARE POLICY (document) online							
Additional Reading List	chá, R., Aberv.	B., Johnstone.	C., Poghosyan, A., & Hunt, P. (Eds	s.) (2018). Inclusive Education				
0.00	Strategies: A Textbook. Minneapolis, MN, USA: University of Minnesota; Yerevan, Armenia:							
	UNICEF Armenia & Armenian State Pedagogical University.							
CPD needs	Coaching in how to observe values and ethics in Special Needs Education							
			- p					

Year of B.Ed. 2	Semester	3 F	Place of le	ace of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12					12	
Title of Lesson	Disability langu							3 Hours		
Lesson description	The lesson will develop the ca							tte to e	nable	
Previous student teacher knowledge, prior learning (assumed)										
Possible barriers to learning in the lesson	Attitudes, misco problems	onceptions, p	orejudices	, lack of mat	erials in differe	ent fo	ormats, techno	ological		
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Seminars	Independent		learning	Practi	cum	
support students in achieving the outcomes	[v]	Activity [√]	Based Leaning	[V]	Study [	ין [ ו	portunities /]			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.		Face-to-face: lecturette, discussions led by a resource person invited to do a presentation Seminar: student teachers sit to listen to presentation by the resource persons or two								
<ul> <li>Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>		The lesson will equip student teachers with knowledge and understanding of acceptable language and etiquette in relation to disability to enhance their capacity as professional teachers.								
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Outco	omes	L	Learning Indicators Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or					rable nd	
each learning outcome	1) Demonstrate of appropriate etiquette in cla STS.	language an	d and g inc						vill use	
Topic Title: Disability language & etiquette	Sub-topic	Stage/time	depe	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.						
			Teacher Activity Student Activ					tivity		
	Models of disability	60 minute	Invite educa	Invite resource person (special education teacher) to give a talk on models of disabilitythen and clari and		Student teachers organiz themselves to listen activ and ask questions for clarification. They take no and pictures of the sessio for their portfolio.		ctively e notes		
	Language & terminologies	20 minutes	Resou the p and t	SeminarStudent teachResource persons continue withStudent teachthe presentation on languagelisten, take noand terminologies in specialquestions dueducation.presentation		tes and				

Γ								
	Etiquette &	90 minutes	Seminar presentation continues	Student teachers continue to				
	Common			listen, take notes and record				
	Courtesies			interactions with appropriate				
				ICT tools and use photos and				
				videos for their portfolio.				
Lesson assessments –	Assessment							
evaluation of learning: of,	Discuss how ar	ny two models o	of disability have influenced the trea	tment of individuals with				
for and as learning within	disabilities in your community.							
the lesson								
	Individual and mixed ability groups present written reports based on reflections on language, terminologies and general etiquttes in special education							
	Assesses Learn	ing Outcomes:	CLO 1, CLO 2, CLO 3					
		essment should address critical thinking and analysis skills, personal development, problem ing, reflection, communication and collaboration skills and evaluation.						
Instructional Resources	Resource person (an expert in special education)							
Required Text (core)	1) Allied Health Professions Support Service Factsheet 4: Disability – Language and							
	Terminology							
	2) DISABILITY LANGUAGE AND ETIQUETTE online							
	3) Guidelines for Non-Handicapping Language in APA Journals by Committee on Disability							
	Issues in Psychology							
Additional Reading List	1) Hayford, S. K. (2013). Special Educational Needs and Quality Education for All. Winneba:							
	Department of Special Education Books.							
CPD needs	Use of resource persons							
Course Assessment	<sup>1</sup> Component 1	-Subject Portf	olio Assessment: (30% overall score	)				
	Selected	l items of stude	ents work (3 of them-10% each) =30	%				
	Midtern	n/semester asso	essment (20%)					
	Reflectiv	e journals proj	ects and learning (40%)					
	<ul> <li>Organization and Presentation of the subject portfolio (10%) (how it is</li> </ul>							
	presented/organized)							
	<sup>2</sup> Component 2	: Subject Proje	ct (30% overall semester score)					
	<ul> <li>Introduction; a clear statement of aim and purpose of the project– 10%</li> </ul>							
	<ul> <li>Methodology; what the student has done and why to achieve the purpose of the project – 20%</li> </ul>							
	<ul> <li>Substantive or main section – 40%</li> </ul>							
	<ul> <li>Conclusion – 30%</li> </ul>							
	Component 3:End of Semester Examination (40%)							
	Somponent J.							

<sup>&</sup>lt;sup>1</sup> See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP <sup>2</sup> See rubrics on Subject Project Assessment in Annex 6 of NTEAP

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