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**Department of Special Education and Inclusion**  
**Faculty of Teacher Education**



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## **Catalog of Modules**

### **Bachelor Programme**

***Specialty* 016. Special education**  
***Specialization* Production training**  
***Qualification:* assistant master of production training**

*This information reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein*

## **Bachelor Programme „Production Training“**

**The objectives** of the professional activity of the assistant master of production training for students with special needs:

- work as a tutor for the employment of persons with special needs;
- organization of social and educational work;
- teaching of special education at higher and vocational education institutions or postgraduate education centres;
- management of personnel development;
- organization and development of training and retraining programs for employees on the use of innovative didactic and IT technologies.

### **1. Competencies:**

The students are able to analyze the content of vocational education at vocational schools and colleges. They have the knowledge and are able to apply the innovative teaching and learning theories for classrooms at vocational schools. Besides they can discuss various issues regarding the professionalism and skills of an assistant master of production training for the students with special needs. The students learn how to organize the psychological and pedagogical support for students with special needs in selecting the appropriate profession for their interests, and abilities. They acquire the skills of prospective assistant teachers of vocational education in professional counseling the disabled students, helping them to make the choice and adapt to the professional environment at the working place. For this purpose the future specialists should know and be able to carry out the assessment of violations in the self-service and socialization of the persons with disorders and work out the individual rehabilitation program for each of them. These knowledge and skills make it possible to apply at the classes the methods and techniques of ergotherapy for different categories of students with special needs according to the peculiarities of their psychophysical development.

At the classes on professional courses the students master the knowledge and skills in providing the accompaniment to young people with disabilities at the workplace, particularly in production workshops. They have the knowledge and are able to organize a workplace, plan the labour process, and support the disabled persons in performing technological operations. The prospective specialists are ready to follow the safety rules at production workshops, as well. They master the competence to carry out labour operations in the appropriate field of the production. So the future assistant masters can plan the instruction according to the programme of production training, and organize classes of production training according to the preliminary planning.

The competence of social rehabilitation work with disabled young people includes the ability to organize communication with persons of different ages and levels of psychophysical development and their families, and the skills in applying a set of models, techniques, and means of rehabilitating the psychomotor, psycho-emotional, and social development of persons with various disorders. The prospective specialists can apply these knowledge and skills for creating the inclusive educational environment and organizing the productive learning of students in the inclusive class.

## **II. Learning outcomes**

- At the seminars the students demonstrate that they know and understand the essence and all aspects of vocational pedagogy, and the didactics of vocational training regarding the students with special needs.
- The students show at the seminar and exam that they know the current conceptual approaches to the educational process, are able to analyze them, and predict the main trends of applying them.
- At the exam and seminars students are able to determine the main goal, describe the structure, and content of vocational orientation and the employment system for persons with disabilities.

- At the seminars the students are able to compose the orientation programs for the pre-vocational preparation of the students with special educational needs, and the vocational programs according to the different levels of their functional limitations.
- The future specialists at the seminars describe the types, principles of organizing the classes by means of ergotherapy in accordance with the peculiarities of persons' psychophysical development, and define their structure.
- At the seminars the students show that they are aware of the tasks, content of accompanying the students with disabilities and demonstrate that they are able to apply some methods and techniques of supporting these students in production workshops.
- At the seminars the students can analyze, discuss the objectives and content of production training in vocational education institutions, and solve the problems of teaching the young people with special needs in different situations.
- The prospective specialists demonstrate at the seminars that they are able to apply the methods of teaching the courses linked with a specific area of production for the students with special needs.
- At the seminars and internships the students demonstrate that they know the structure of the labour process, are able to carry out its planning, describe, and perform the procedures of the relevant technological operations.
- The students are able to argue on various methods in developing social competencies of the students with special needs, and also simulate the situations of their practical application.

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## Module 1: Ergotherapy

<b>Academic credits ECTS</b>	6	<b>Semester to study</b>	6, 7	<b>Percentage of total academic credits</b>	4,9%
<b>Type of discipline</b>	Normative discipline				
<b>Competences</b>	<p>Ability to carry out the assessment of violations in life activity and work out the individual rehabilitation program for a patient</p> <p>Skills in applying the methods and techniques of ergotherapy for youth and adults according to the peculiarities of their psychophysical development with the aim of their rehabilitation</p> <p>Skills in organizing classes by means of ergotherapy for different categories of people with disorders</p> <p>Ability to work on the violations of self-service and socialization of the persons with special educational needs</p>				
<b>Contents of the course and its learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- know and understand the essence, purpose, tasks and main concepts of ergotherapy (occupational therapy) as the system of interdisciplinary knowledge for the rehabilitation and socialization of the youth with special needs</li> <li>- know and are able to use the diagnostics of motor sphere and methods of its rehabilitation by means of ergotherapy for persons with disabilities</li> <li>- know the types, principles of organizing classes on ergotherapy in accordance with the peculiarities of persons' psychophysical development</li> <li>- know the principles and content of the multidisciplinary team work for the restoration of individuals' working capacity in the case of injuries and disorders of the brain and spinal cord</li> <li>- are able to carry out the differential diagnostics of the self-service and socialization sphere of persons with special needs</li> </ul>				
<b>Forms of training</b>	<p>Lectures – 30 hours</p> <p>Practical classes – 76 hours</p> <p>Self-work of student – 74 hours</p> <p>Number of hours per week – 4 (6<sup>th</sup> semester), 3 (7<sup>th</sup> semester)</p>				
<b>Form of control</b>	Test (6 <sup>th</sup> semester), Exam (7 <sup>th</sup> semester)				

## Module 2: Foundations of the Automotive and Publishing Business with practical training in educational workplaces

<b>Academic credits ECTS</b>	5	<b>Semester to study</b>	7, 8	<b>Percentage of total academic credits</b>	4,1%
<b>Type of discipline</b>	Normative discipline				
<b>Competences</b>	<p>Ability to carry out labour operations in the fields of car repair and publishing, work with hand tools and adhere to the rules of safe working with them</p> <p>Skills in planning instruction on each topic according to the programme of production training</p> <p>Skills in organizing classes of production training according to the preliminary planning</p> <p>Ability to carry out profound diagnostics of students with special needs and vocation-oriented work according to their specifics</p> <p>Skills in providing the accompaniment of students with special educational needs during the production training</p>				
<b>Contents of the course and its learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- know and understand the objectives and content of production training in vocational education institutions</li> <li>- know the methods of production training, their classification, main characteristics and are able to apply them at the lessons</li> <li>- know and are able to apply the methods of teaching the foundations of car repair and publishing for the students with special needs</li> <li>- have the knowledge of the specificity, types and content of vocation-oriented work with adolescents with special needs</li> <li>- know the structure of labour process, its planning, and procedures for performing the relevant technological operations</li> </ul>				
<b>Forms of training</b>	<p>Lectures – 14 hours</p> <p>Practical classes – 68 hours</p> <p>Self-work of student – 68 hours</p> <p>Number of hours per week – 4 (7<sup>th</sup> semester), 2 (8<sup>th</sup> semester)</p>				
<b>Form of control</b>	Test				

### Module 3: Foundations of Vocation-oriented Education

<b>Academic credits ECTS</b>	10	<b>Semester to study</b>	5, 6	<b>Percentage of total academic credits</b>	8,3%
<b>Type of discipline</b>	Normative discipline				
<b>Competences</b>	<p>Skills in organizing psychological and pedagogical support for students with special needs in selecting the appropriate profession for their interests, and abilities</p> <p>Skills of accompanying the students with disabilities in adapting to the professional environment at the workplace</p> <p>Skills in professional counseling, choice, and adaptation as prospective assistant teachers of vocational education</p> <p>Ability to organize the individual and group work with the disabled students and their parents on the issues of vocation orientation and choice</p> <p>Ability to conduct vocation-oriented training workshops</p>				
<b>Contents of the course and its learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- are familiarized with the types and the specific features of vocational and technical professions</li> <li>- know the goal, structure, and content of vocational orientation and the employment system for persons with disabilities</li> <li>- know the types and forms of vocational accompaniment work and support for persons with special needs</li> <li>- are able to apply the authentic service activities: providing orientational programs for pre-vocational preparation of the students with special educational needs; compiling and analysing the professiogram as a model or template for special education teachers, which includes the knowledge, skills, and qualities necessary for performing the basic functions; elaborating vocational programs for people with different levels of functional limitations</li> </ul>				
<b>Forms of training</b>	<p>Lectures – 80 hours</p> <p>Practical classes – 80 hours</p> <p>Self-work of student – 140 hours</p> <p>Number of hours per week – 6 (5<sup>th</sup> semester), 5 (6<sup>th</sup> semester)</p>				
<b>Form of control</b>	Exam				



## Module 4: Methodology and Didactics of Vocational Education

<b>Academic credits ECTS</b>	3	<b>Semester to study</b>	5	<b>Percentage of total academic credits</b>	2,5%
<b>Type of discipline</b>	Normative disciplines				
<b>Competences</b>	<p>Ability to analyze the content of vocational education at vocational schools and colleges</p> <p>Knowledge of innovative teaching and learning theories for classrooms at vocational schools,</p> <p>Ability in applying the innovative teaching technologies and methods for the inclusive classrooms while working with diverse students</p> <p>Skills in planning and conducting lessons at vocational schools</p> <p>Skills of assessing the students' achievements, including those of persons with special needs</p> <p>Ability to discuss various issues regarding the professionalism and skills of an assistant master of production</p>				
<b>Contents of the course and its learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- understand the essence of vocational pedagogy and the didactics of vocational training</li> <li>- know the systems of vocational education in Europe and Ukraine and didactic systems of vocational training</li> <li>- know all aspects of vocational pedagogy regarding the vocational education of students with special needs.</li> <li>- know and are able to apply the current conceptual approaches to the educational process</li> <li>- improve their understanding of the goal, tasks and the procedure of practice training, including the students with special needs in the system of vocational education</li> </ul>				
<b>Forms of training</b>	<p>Lectures – 32 hours</p> <p>Practical classes – 32 hours</p> <p>Self-work of student – 26 hours</p> <p>Number of hours per week – 4</p>				
<b>Form of control</b>	Exam				

## Module 5: Models and Technologies of Social Rehabilitation Work

<b>Academic credits ECTS</b>	3	<b>Semester to study</b>	8	<b>Percentage of total academic credits</b>	2,5%
<b>Type of discipline</b>	Normative discipline				
<b>Competences</b>	<p>Skills in applying a set of models, techniques, and means of rehabilitating the psychomotor, psycho-emotional, and social development of persons with various disorders</p> <p>Ability to create an inclusive educational environment and provide social and pedagogical support for students with disabilities in this environment</p> <p>Skills in analysing and evaluating the students' educational abilities</p> <p>Skills in organizing the productive learning of students in the inclusive class, applying the complex of methods, means, and tools for training students with different disorders</p> <p>Ability to organize communication with persons of different ages and levels of psychophysical development and their families</p>				
<b>Contents of the course and its learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- know and understand the system of concepts regarding to the social and teaching activity in the inclusive environment</li> <li>- know the modern philosophical foundations of pedagogical activity in the context of inclusion</li> <li>- know and understand the main professional requirements for a special teacher who works in the special educational institution or inclusive class</li> <li>- know and are able to use various methods in developing social competencies of the students with special needs</li> </ul>				
<b>Forms of training</b>	<p>Lectures – 20 hours</p> <p>Practical classes – 20 hours</p> <p>Self-work of student – 50 hours</p> <p>Number of hours per week –3</p>				
<b>Form of control</b>	Exam				

## Module 6: Production (at enterprises, workshops, companies) practice

Academic credits ECTS	9	Semester to study	8	Percentage of total academic credits	7,5%
<b>Competences</b>	<p>Knowledge of the content, forms and methods of production activity, which involves young people with special needs</p> <p>Skills and abilities of accompanying the youth with special needs who work in production workshops</p> <p>Knowledge and understanding the main issues, types and principles of organizing the production workshops for the youth with special needs</p> <p>Ability to investigate the professional competences of the persons with disabilities of different ages by means of special methods</p> <p>Ability to analyze the work of young people with special needs in the workplace</p> <p>Skills in analysing the psychological and pedagogical accompaniment by specialists for students with special needs at production workshops</p> <p>Ability to plan and provide the psychological and pedagogical accompaniment for students with special needs at production workshops, enterprises, companies</p>				
<b>Contents of the internship</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- get acquainted with the industrial enterprises, their work, and with the equipment of production workshops, observe the documentation</li> <li>- learn the main problems, types, tasks, plan, mode and characteristics of the enterprise, production workshops' function for young people with special needs</li> <li>- study the requirements for equipping production workshops</li> <li>- carry out the observation for the persons with special needs who get the vocational education at the production workshop, establish contacts with them</li> <li>- conduct an experimental study of the psychophysical development of individuals with disabilities of all ages</li> <li>- work at the request of a special teacher and special psychologist to provide support for a person with special needs in the workplace.</li> <li>- prepare and organize by themselves the psychological and pedagogical accompaniment for a student with special needs in the workplace.</li> </ul>				
<b>Duration</b>	6 weeks				
<b>Form of control</b>	Tests				

### Module 7: Training practice (psychological and pedagogical)

Academic credits ECTS	3	Semester to study	5	Percentage of total academic credits	2,5%
<b>Competences</b>	<p>Knowledge of the specific features of the special psychologist and teacher's work</p> <p>Ability to develop and conduct the programme survey involving a special examination of students with special needs, and using appropriate methods</p> <p>Skills in analyzing the special psycho-corrective individual and group classes by special psychologists and teachers, their professional accompaniment of students with special needs</p> <p>Ability to plan the psycho-corrective exercises, lessons at schools, including vocational ones, as assistant teachers, special education teachers taking into account the peculiarities of disabled students' psychophysical development</p>				
<b>Contents of the internship</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- get acquainted with the educational institution, vocational school, and student group</li> <li>- learn the peculiarities of the cooperation between the administration of the institution, the teaching staff and the practical special education teacher</li> <li>- deepen knowledge about the problems, tasks, plans, mode, characteristics of the special teacher's work</li> <li>- attend and analyse classes by a special education teacher</li> <li>- prepare and conduct psycho-corrective (individual and group) classes</li> <li>- attend and analyse the classes by other interns</li> <li>- conduct observation of a student with special needs during classes and breaks</li> <li>- develop a program, and carry out the psychological examination of a student with special needs, selecting and applying the appropriate techniques and equipment</li> <li>- assist the special education teachers on their requests</li> <li>- carry out the educational work with parents, teachers, educators</li> </ul>				
<b>Duration</b>	2 weeks				
<b>Form of control</b>	Tests				

## Module 8: Teaching practice

<b>Academic credits ECTS</b>	3	<b>Semester to study</b>	7	<b>Percentage of total academic credits</b>	2,5%
<b>Competences</b>	<p>Knowledge of the objectives, content, and general methods of production training in the fields of car repair and publishing in the institutions of vocational education</p> <p>System of polytechnic knowledge and skills in a particular field of production</p> <p>Ability to apply various techniques of teaching students with special needs to perform labour operations</p> <p>Skills in implementing the vocational diagnostics of abilities and professional interests of young people with special needs at vocational schools</p> <p>Ability to conduct individual and group work with disabled students and their parents on the issues of vocational orientation and the choice of profession</p> <p>Skills in analysing the lessons of production training</p> <p>Skills in planning and organizing classes on each topic of production training according to its programme</p> <p>Skills in providing the psychological and pedagogical accompaniment for students with special needs as teacher assistants at the lessons on production training</p>				
<b>Contents of the internship</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- get acquainted with the vocational school, teaching staff and student group</li> <li>- learn the peculiarities of the cooperation between the administration of the institution, the teaching staff and the assistant teachers</li> <li>- deepen knowledge about the problems, tasks, and characteristics of the assistant teachers' professional support of students with special needs at vocational schools</li> <li>- make a program and carry out the psychological and pedagogical survey of the professional interests and abilities of students, and determine their conformity</li> <li>- attend lessons and analyse the assistant teachers' professional accompaniment of students with special needs at the classes of production training</li> <li>- prepare and organize by themselves the psychological and pedagogical accompaniment for students with special needs at the lessons on production training</li> <li>- attend and analyse the lessons by other interns</li> <li>- organize the individual and group work with students with special needs and their parents on the issues of vocational orientation and the choice of profession</li> </ul>				
<b>Duration</b>	2 weeks				
<b>Form of control</b>	Tests				

## Module 9: Teaching propaedeutic practice

<b>Academic credits ECTS</b>	3	<b>Semester to study</b>	6	<b>Percentage of total academic credits</b>	2,5%
<b>Competences</b>	<p>Skills in implementing the psychological and pedagogical diagnostics of abilities and professional interests of young people with special needs, and their correspondence</p> <p>Ability to conduct individual and group work with disabled students and their parents on the issues of vocational orientation and the choice of profession</p> <p>Skills in analysing the assistant teachers' professional accompaniment of students with special needs at the inclusive classes</p> <p>Ability to plan and organize the psychological and pedagogical accompaniment for students with special needs as teacher assistants at the lessons in inclusive classes</p>				
<b>Contents of the internship</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- get acquainted with the educational institution, vocational school, and student group</li> <li>- learn the peculiarities of the cooperation between the administration of the institution, the teaching staff and the assistant teachers</li> <li>- deepen knowledge about the problems, tasks, and characteristics of the assistant teachers' professional accompaniment of students with special needs at the inclusive classes</li> <li>- make a program and carry out the psychological and pedagogical survey of the professional interests and abilities of students, and determine their conformity</li> <li>- attend lessons and analyse the assistant teachers' professional accompaniment of students with special needs at the inclusive classes</li> <li>- prepare and organize by themselves the psychological and pedagogical accompaniment for students with special needs at the lessons in the inclusive classes</li> <li>- attend and analyse the lessons by other interns</li> <li>- organize the individual and group work with students with special needs and their parents on the issues of vocational orientation and the choice of profession</li> </ul>				
<b>Duration</b>	2 weeks				
<b>Form of control</b>	Tests				

## Module 10: Training practice (volunteering)

<b>Academic credits ECTS</b>	3	<b>Semester to study</b>	4	<b>Percentage of total academic credits</b>	2,5%
<b>Competences</b>	<p>Knowledge of psychophysical development of individuals with disabilities          Ability to analyse the work, pedagogical accompaniment, lessons by a special education teacher or assistant teacher at vocational schools, production workshops, business companies          Knowledge of the requirements for equipping the office of a special education teacher, classes, work places for the students with disabilities          Skills in diagnosing the psychophysical development of individuals with disabilities, and outlining the main specifications of their disorders          Knowledge of the special education teacher's and assistant teacher's work, and functions</p>				
<b>Contents of the internship</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- get acquainted with the educational institution, vocational school, production workshops</li> <li>- make contacts with a special education teacher or assistant teacher, student group, and students with special needs</li> <li>- learn the problems, tasks, plans, characteristics of the special teacher's work</li> <li>- observe the student group, make initial contacts</li> <li>- attend classes of a special teacher and workshops</li> <li>- conduct diagnostics of psychophysical development of students with special needs</li> <li>- assist the special teachers on their requests</li> </ul>				
<b>Duration</b>	2 weeks				
<b>Form of control</b>	Tests				

## Module 11: Work in Production Workshops

<b>Academic credits ECTS</b>	3	<b>Semester to study</b>	6, 7	<b>Percentage of total academic credits</b>	2,5%
<b>Type of discipline</b>	Normative discipline				
<b>Competences</b>	<p>Skills in providing accompaniment to young people with special needs at the workplace, particularly in production workshops</p> <p>Ability to provide the employment for young people with special needs</p> <p>Ability to organize production workshops for the persons with certain restrictions according to the relevant requirements</p> <p>Skills in organizing a workplace, planning the labour process, and performing technological operations</p> <p>Ability to follow the safety rules at production workshops</p>				
<b>Contents of the course and its learning outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- are acquainted with the European experience on the employment of the young people with various disorders</li> <li>- know the types and principles of organizing the production workshops for the youth with special needs</li> <li>- are aware of the tasks, content of accompanying the students with disabilities and are able to apply the methods and techniques of supporting these students in production workshops</li> <li>- have the knowledge of the safety rules for students with special needs and are ready to adhere to them in production workshops</li> </ul>				
<b>Forms of training</b>	<p>Lectures – 8 hours</p> <p>Practical classes – 50 hours</p> <p>Self-work of student – 32 hours</p> <p>Number of hours per week – 2 (6<sup>th</sup> semester), 2 (7<sup>th</sup> semester)</p>				
<b>Form of control</b>	Test				

The ITE-VET Project team of IFNUL