



# MCAST

Malta College of Arts, Science & Technology

MQF Level 1

Skills Kits

Units Specification

## Current Approved Programme Structure

Unit Code	Unit Title	ECVET
CDART-101-1708	Finding Myself Through Art	1
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CDELX-101-1602	Soldering Desoldering Techniques and Practical Use of Stripboards	1
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CDEMP-101-1601	Applying for a job (part-time)	1
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## Unit: CDART-101-1708 Finding Myself Through Art

Unit level (MQF): 1

Credits: 1

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### Unit Description

This unit will enable learners to familiarise themselves with various Art mediums, textures, colours and forms to ultimately use them as tools for communicating their emotions and expressing themselves. Learners will be encouraged to embrace Art as a vehicle for non-verbal communication and self-expression in an environment where they will feel safe to express themselves creatively.

Moreover, they will also learn to interpret other artistic work, specifically outlining how it embodies individual qualities relating to the artist him/herself. The unit culminates in the learners creating their own collaborative art piece which represents the uniqueness of each team member.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Experiment with different mediums, colours and textures to express own self through art.*
2. *Relate various artworks to the artists' vision of expressing self.*

## Unit: CDBGT-106-1601 Functional Numeracy-Basic Budgeting Skills

Unit level (MQF): 1

Credits: 1

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### Unit Description

This unit will enable learners to use arithmetic skills to solve practical problems related to the use of money. This should help them develop independent living skills. Project-based activities and open ended tasks will provide the necessary tools needed to acquire new knowledge and strategies to deal with financial decisions which require basic mathematical skills.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Reflect on a given list of purchases to identify the most responsible choices.*
2. *Apply basic arithmetic skills in situations requiring the use of money and personal budgeting.*

## Unit: CDCMN-101-1601 General Communication Skills

Unit level (MQF): 1

Credits: 1

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### Unit Description

Communication is an essential skill for any individual. Through this unit, learners will be able to develop their personal communication skills and learn more about the effective use of verbal, non-verbal and written communication skills in different situations they may face in their everyday lives.

Learners will identify the principles of effective verbal, non-verbal and written communication as well as consider different approaches and barriers to communication.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Apply the principles of verbal, non-verbal and written communication in everyday situations.*
2. *Use specific verbal and non-verbal communication skills in different circumstances.*

## Unit: CDDSN-101-1601 Creativity in Art and Design

Unit level (MQF): 1

Credits: 1

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### Unit Description

This unit provides opportunities for learners to investigate different ideas and interests that can be represented in 2D, 3D artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Participate in a variety of art making activities using a range of materials, techniques and processes.*
2. *Produce a range of basic 2D and 3D forms to experiment with.*

## **Unit: CDELX-101-1602 Soldering Desoldering Techniques and Practical Use of Stripboards**

**Unit level (MQF):** 1

**Credits:** 1

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### **Unit Description**

This kit has been prepared for complete beginners who wish to learn how electronics work. This scope is intended to be reached by letting the learner build different electronic circuits, this time, on stripboards. It will provide learners with the basic underpinning knowledge, comprehension and application necessary to appreciate the operations of a range of simple basic electronic circuits.

From the beginning, this unit introduces some basic techniques of manual soldering and desoldering of through-hole electronic components on stripboards. Practical demonstrations of these techniques will also be given but the main focus will be on the development of the learner's skills. This objective is grasped by allowing the learners to do different practical soldering and desoldering exercises.

Moreover, the learners will acquire the necessary understanding about the materials and tools needed for soldering and desoldering; the aspects of health and safety and precautions taken; the types of solder used; the distinction between good, dry and cold joints; the use of desoldering pumps and desoldering braid-wick, as well as a taste of surface mounting devices. All these will be supported by means of short clips and/or videos.

In this unit, the stripboard will serve as the platform for the construction of all electronic circuits that will be built in the Lab. The learners will be shown how the stripboard is properly used in practice. Here, it is also emphasized the importance of the planning stage where the learners will have to plan the layout of the circuit components on an appropriate graph-paper.

While building these simple circuits on the stripboards, the learners will be exposed to further basic electrical concepts. These concepts include some further electrical fundamental like the difference between a.c. and d.c.; capacitors and inductors and their units of measurements; simple calculations used with capacitors and inductors connected in series and in parallel. Further electronic symbols of common electronic components are also introduced here. These concepts will be explained through practical activities using the stripboard.



Further basic electronic components and circuits are introduced and their method of operation is explained again using the stripboard and the Multi-meter. D.C and A.C. circuits are built on the stripboard where learners can grip the practical skills needed to measure d.c. and a.c. voltages and currents with the multimeter at different points of the circuit.

Finally, the learners will be assessed by following a given simple schematic circuit diagram to build the circuit on a stripboard and put it into operation. The learners will then be asked to take various measurements with the multi-meter on the circuit built.

This unit 2 has been developed with the clear intention that it should be undertaken by the learners following the completion of Unit 1. Although this should be the right approach, this Unit can still serve to the benefit of the learners even if it is tackled alone or prior to unit 1.

## **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Carry out manually, soldering and de-soldering of electronic components on stripboards.*
- 2. Use the stripboard properly to build electronic circuits according to a given schematic circuit diagram.*

## Unit: CDELX-101-1603 Practical Use of Breadboards and Multi-Meters

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

This unit has been designed to help those beginners who wish to learn practical electronics and would like to understand how electronics circuits work. It will provide them with the basic underpinning knowledge, comprehension and application necessary to appreciate the operations of a range of simple basic electronic circuits.

At the outset, this unit introduces the breadboard which will serve as the platform for the construction of all electronic circuits that will be built in the Lab. The learner will be shown how the breadboard is properly used in practice and/or through short clips or videos.

Following that, a simple circuit will be built on the breadboard by the learners and through this practical activity, an overview of the basic electrical concepts is relayed. These concepts include some electrical fundamental; conductors and insulators; voltage, current, resistance, power and their units of measurements; resistors' colour-coding and simple calculations of resistors in series and in parallel. Electronic symbols of common components are introduced here and a first glimpse of the schematic circuit diagram will also be given. Also the simple ohms' law and kirchhoffs' voltage and current laws will be explained through practical activities using the breadboard.

At this stage, the learners will be assumed as complete beginners and thus, they will NOT be bombarded with heavy electronics theory. The main aim is to give them the tools (not just the physical ones) that they need to start building electronics. The basic theory that will be given is the most necessary to know when starting out. Later, learners can choose if they want to dive deeper into further theory but not in this unit.

Further basic electronic components and circuits are introduced and their method of operation is explained again using the breadboard and the Multi-meter. More dc circuits are built on the breadboard where learners can grip the practical skills needed to measure voltages, currents and resistances with the meter at different points of the circuit.

Finally, the learners will be assessed by following a given simple schematic circuit diagram to build the circuit on a breadboard and put it into operation. The learners will then be asked to take various measurements with a multi-meter on the circuit they have built.

## Learning Outcomes

**On completion of this unit learners should be able to:**

1. *Use the breadboard properly to build electronic circuits according to a given schematic circuit diagram.*
2. *Operate the multi-meter to measure voltages, currents and resistances in own constructed circuits.*

## Unit: CDEMP-101-1601 Applying for a Job (Part-Time)

Unit level (MQF): 1

Credits: 1

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### Unit Description

This unit is a step by step guide that will help job seekers through the process of a job application. Learners will be offered some tips on how and where to search for job adverts. Learners will also be guided on how to write and present the proper job application and CV. Knowing how to present the proper documentation is the key to acquire a successful job.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the steps and resources involved in applying for a job.*
2. *Write and organise the documents needed in the process of a job application.*

## Unit: CDEMP-101-1602 Assessing Myself for Work

Unit level (MQF): 1

Credits: 1

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### Unit Description

This unit is a good preparation for job seekers to get to know themselves better before applying for a job or sitting for an interview. A better knowledge of one's personality, interests, skills and values can result in the right decision for a successful career as well as more success at obtaining the job one really wants.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the skills, interests and values that characterize own personality.*
2. *Identify a job that corresponds to personal skills, values and interests.*

## Unit: CDEMP-101-1603 Preparing for an Interview

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

This skills kit will provide learners with knowledge and understanding on how to be successful during a job interview.

Learners will understand that the most important interview strategy for the successful applicant is to plan and prepare ahead of attending an actual interview. Therefore, this skills kit will show learners the process one needs to follow when going for an interview. Knowing the process will then enable the learners to prepare well for the interview by conducting research on the organisation and also plan well for the interview by going through the requirements of the post and thinking on how best to tackle them.

### Learning Outcomes

**On completion of this unit learners should be able to:**

1. *Understand the process that leads to an interview.*
2. *Plan and prepare for a simulated interview.*

## Unit: CDEMP-101-1701 Teamwork and Team Dynamics

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

No man is an island - we are constantly in contact and interacting with others on a daily basis. In the modern world, where everything and everyone is connected, employing good teamwork practices is paramount. More is achieved by finding creative solutions to challenging situations and potential conflicts.

Through this unit, learners will learn more about the foundation of strong team dynamics and the diversity in team member roles - focusing especially on leadership. Moreover, the learners will discuss common arising conflicts within a team and the proper ways to tackle them.

### Learning Outcomes

**On completion of this unit learners should be able to:**

1. *Understand what composes a good team member.*
2. *Contribute with own team members to achieve successful teamwork.*

## Unit: CDEMP-101-1803 Customer Care

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

This unit will introduce learners to the key principles in customer care namely dealing with difficult customers, taking customer complaints, following up the complaints process and recognising the benefits of good customer care.

Additionally, they will have the opportunity to discuss the role of a customer care agent as a representative of a brand or company, telephone etiquette and obtain more information about call centre services and point of sale customer service.

### Learning Outcomes

**On completion of this unit learners should be able to:**

- 1. Understand the key principles and importance of good customer care.*
- 2. Identify the appropriate manner and skills required to deal with various customer queries.*



## Unit: CDENG-101-1703 Servicing Your Own Motorcycle

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

In this skills kit, learners will understand how to carry out a basic service on a motorcycle. First, they will learn to identify the different parts of a motorcycle and then identify those parts that require routine servicing. This will lead to learners appreciating the importance of servicing the various parts of a motorcycle.

At the end of the unit the learners would also be able to identify basic workshop tools and equipment.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Identify the various motorcycle parts and the items that require service.*
2. *Carry out a service on various motorcycle components using the appropriate tools and equipment.*

## Unit: CDHSC-101-1610 Caring for Others

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

This kit aims to provide learners with an introduction to the health and social care fields.

Learners will first of all understand that whilst human beings have different abilities, they also have different needs. Learners will then be introduced to different health and social services available to cater for the different needs. In addition, they will be introduced to different professionals who provide help and assistance to persons in need and what values, attitude and skills are needed to work in the field.

The kit will also expose learners to the world of work. In fact it will provide learners with a first-hand experience in different care settings. Through these visits, the learners will observe how care workers interact with service users. The learners will also have the opportunity to practice basic play and basic care with the service users. The learners will then have the time to think and reflect on the learning experiences.

The sessions shall be engaging and the learners will learn mainly by doing. Amongst others, the learners will conduct basic research, work in groups on different tasks, share learning points and experiences, watch video clips and then discuss different issues and topics together, and visit different real-life care settings.

### Learning Outcomes

**On completion of this unit learners should be able to:**

- 1. Name different care services and different care professional.*
- 2. Reflect on own learning experience from personal observation and basic practice in a care setting.*

## Unit: CDHVA-101-1701 Domestic Refrigeration and Air Conditioning

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

The aim of this course is to introduce learners to the various skills and knowledge related to Domestic Refrigeration and Air Conditioning equipment. The unit will provide the learners with theoretical knowledge, basic practical skills and communication competences with regards to domestic refrigeration and air conditioning. These will include the handling of basic hand tools, Refrigeration & Air Conditioning (RAC) specialised hand tools, basic power tools and materials related to RAC.

In addition to this, special attention will be given to health & safety since it's of paramount importance. Learners will also become familiar with the inclusion of some basic calculations related to temperature, mass, heat energy, area and volume since it will reinforce the need of the contextualised math for someone partaking this area of work.

Moreover, whilst covering the unit content the learners will be introduced to the various job opportunities related to HVACR (Heating, Ventilation, Air Conditioning & Refrigeration) not only at domestic level but also at commercial and industrial level. This will entice them to proceed further with their studies in HVACR or other related trades such as Plumbing or Welding & Fabrication.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Use safely the appropriate hand tools, power tools and measuring equipment related to basic Refrigeration and Air Conditioning works.*
2. *Manipulate ACR copper pipes to perform jointing operations.*

## Unit: CDICT-101-1601 Fundamentals of Information Technology

Unit level (MQF): 1

Credits : 1

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### Unit Description

This unit will give learners the opportunity to be creative and efficient when using the main software applications which are Word Processing, Spreadsheets, Presentations, Email management as well as Web Browsing.

The learners will be able to present their work according to the proper format, be able to search within the right paths and be able to exchange and share information.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Use the Microsoft office applications to carry out basic tasks with different application.*
2. *Use search engine and web browsing application to search for information online.*

## Unit: CDICT-101-1602 Problem Solving Through Technology

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

One encounters a variety of problems, obstacles and challenges in life. Technology can be solution for these problems since it is often used as a facilitator for problem solving and decision making. When problems are rather complex, one can resort to ICT to research further data and information which would be useful to finding solutions to such problems. Additionally, certain applications and software also allows us to document, file and monitor actions taken and effectiveness of solutions chosen and implemented.

Through this unit, learners will learn how to harness the power of using ICT to answer their queries, perform efficient decision-making and also monitor a variety of problems.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Identify a problem and reflect upon a number of decisions which accompany it and possible solutions.*
2. *Use ICT to answer queries, resolve problems and make decisions.*

## Unit: CDIGN-101-1701 Culture

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

This unit aims to nurture in the learners a positive attitude towards valuing ways of life that are different in their nature and that do not necessarily resemble one's own social and cultural background. The appreciation of and respect for the identity of the different members of specific communities and society in general will be of great importance for the success of this unit. The aim is not only to pass factual information to the learners but rather to use such information as a trigger to generate understanding and involvement in the mechanisms and production of culture.

The learners will be exposed to different aspects of local cultural practices so as to contextualize learning thus giving it tangible relevance. Themes such as language, food, art, infrastructure, fashion, entertainment, education, and family will be addressed. Eventually and with discretion the learners will be exposed to more sensitive themes that are of crucial importance for the healthy running of society, such themes are media, politics and belief systems. This exposure will be used as a trigger to generate dialogue, understanding and meaningful interaction between the participants. Unit content will not only cover the informative aspects but also the practical interpersonal skills needed to appreciate and assimilate culture whilst positively affirming ones identity.

Whilst it is very important that the learners grasp a credible picture of the local culture context it is also highly important to emphasize on the listening skills and dialogue skills.

### Learning Outcomes

**On completion of this unit learners should be able to:**

- 1. Participate actively in a multicultural dialogue showing respect to the conventions of structured discussion and ethical behaviour.*
- 2. Present own opinion in relation to an assigned theme/s, showing ability to receive constructive feedback.*

## Unit: CDIGN-101-1702 Basic Services

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

This kit aims to provide foreign learners with an introduction to different conditions as well as support services available when living and working in Malta.

Learners will first of all be introduced to the fact that whilst there could be a number of different rights and obligations between EU and Non-EU Nationals, still racial discrimination is unlawful in Malta and in fact the NCPE works to ensure equality.

The kit will then expose learners to different support services, mainly those offered by the Housing Authority, by the JobsPlus (ex-ETC), by Health Centres and Mater Dei, by Appogg and NGOs, and by the Department for Social Security. Learners will also be encouraged to think critically about the services mentioned, in particular on the advantages and potential disadvantages of each service. In addition, learners will be asked to share their personal experience in accessing social services in Malta.

This kit also has a strong element learning by doing, in fact students will carry out basic research on how to find accommodation in Malta, on how to look for work in Malta, and on the minimum conditions of work in Malta. Lastly, the learners shall visit a LEAP centre to get more first-hand information about most of the services referred to in this kit.

The sessions shall be engaging and whilst the learners will be given basic knowledge about conditions and support services, they will be learning by doing. Amongst others, the learners will conduct basic research, work in groups on different tasks, share learning points and experiences, and visit different offices offering support services.

### Learning Outcomes

**On completion of this unit learners should be able to:**

1. *Identify the different conditions and support services to live and work in Malta.*
2. *Conduct basic research to further own knowledge with regards to the conditions and support services found locally.*

## Unit: CDIGN-101-1703 Everyday Living in the Local Context

**Unit level (MQF):** 1

**Credits:** 1

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### Unit Description

This skills kit's objective is to provide foreign learners who have recently settled on the Maltese Islands with basic information about various services which they could make use of in their everyday life. The latter enables them to gain full independence and feel comfortable living in Malta.

The learners will be presented with information about a number of services such as transportation, finances, local councils, internet and telephony services, how to find appropriate employment, education and property. In addition, the learners will be exposed to other services such as entertainment for all members of the family and the village core life and shops as well as the famous local open markets. Learners will be provided with detailed and valid information about each service.

Learners will be carrying out basic research by experiencing certain services themselves such as going to a local open market, researching for a course which interest them most, looking for the most appropriate property and also finding any entertainment and/or groups which interest members of the family.

In the skills kit learners will have the opportunity to participate and share their views on their own day-to-day experiences when living in Malta, provide updated and hands-on information, work on various tasks while carrying out basic research regarding certain services.

### Learning Outcomes

**On completion of this unit learners should be able to:**

1. *Outline the basic daily necessities of living on the Maltese Islands.*
2. *Identify the various services offered by the local government and private sector entities.*



## Unit: CDLNG-101-1601 Functional English-Listening and Speaking

Unit level (MQF): 1

Credits: 1

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### Unit Description

Effective communication in English, which is our second language, is both a necessity for life as well as an important requirement to function effectively in education and work.

This unit covers two of the four skills of the English language at MQF Level 1, which are listening and speaking. Listening and speaking are two important factors to be able to function within a language.

In this unit, learners will learn how to listen to and be able to understand simple speech delivered in a slow, clear articulate manner as well as answer back in a correct and coherent manner.

### Learning Outcomes

**On completion of this unit learners should be able to:**

1. *Listen attentively in order to understand simple speech delivered slowly and clearly articulated.*
2. *Use functional English language in everyday social environments to speak and communicate.*

## **Unit: CDLNG-101-1602 Functional Maltese - Listening and Speaking**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

Effective communication in Maltese as the mother language is important and a necessary requirement in everyday life both at work and in educational settings.

The unit covers two of the basic skills of the Maltese language at MQF Level 1 being listening and speaking. These two skills are the two main important skills in communication.

In this unit learners will learn how to listen to and be able to understand simple speech either read or recorded and answer back simple questions or dialogues in a clear and coherent way.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Listen attentively to instructions and/or a simple text to understand and read text found in the day to day living.*
- 2. Use the Maltese language to communicate effectively in social environment.*

## Unit: CDLNG-101-1702 Il-Malti Bhala Lingwa Barranija

Unit level (MQF): 1

Credits: 1

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### Unit Description

L-influss tal-istudenti fl-MCAST li jkunu ġejjin minn pajjiżi oħra qed jiżdied. Dawn l-istudenti qed jidhlu f'istituzzjonijiet edukattivi fejn kemm l-għalliema kif ukoll l-istudenti sħabhom, jesprimu ruħhom bil-Malti u bl-Ingliż. Il-Malti huwa l-ilsien nazzjonali ta' Malta u wieħed miż-żewġ ilsna uffiċjali u jintuża mill-maġġoranza tal-popolazzjoni biex tikkomunika. Il-Malti huwa wkoll il-lingwa li tintuża min-numru sostanzjali ta' għalliema ta' suġġetti varji l-aktar f'kuntest fejn tinħass il-ħtieġa għal spjegazzjoni aktar iddettaljata ta' kunċetti diffiċli. Għalhekk daww l-istudenti li jkunu ġejjin minn pajjiżi oħra jeħtieġu li jkollhom il-facilità u l-ġħodda meħtieġa sabiex ikollhom aċċess sħiħ għal edukazzjoni ħolistika u ta' kwalità f'pajjiżna. L-ġħodda hija l-Malti.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Jippartecipa f'diskussjonijiet jew konverżazzjonijiet fejn tiġi użata l-lingwa Maltija b'mod effettiv.*
2. *Joħloq testi għal raġunijiet u udjenzi varji filwaqt li juża t-ton korrett.*

## **Unit: CDLNG-101-1706 Functional Maltese-Reading and Writing**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

Effective communication in Maltese as the mother language is important and a necessary requirement in everyday life both at work and in educational settings.

The unit covers two of the basic skills of the Maltese language at MQF Level 1 being listening and speaking. These two skills are the two main important skills in communication.

In this unit learners will learn how to listen to and be able to understand simple speech either read or recorded and answer back simple questions or dialogues in a clear and coherent way.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Listen attentively to instructions and/or a simple text to understand and read text found in the day to day living.*
- 2. Use the Maltese language to communicate effectively in social environment.*

## **Unit: CDLNG-101-1801 Functional English Reading and Writing**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

Effective communication in English, which is our second language, is both a necessity for life as well as an important requirement to function effectively in education and work.

This skills kit covers two of the four skills of the English language at MQF Level 1, which are reading and writing. Reading and writing are two important factors within a language.

In this unit learners will be guided to enhance their understanding of the main ideas when reading simple texts of a functional nature as well as use the correct English grammatical and syntactic rules to write simple texts of a functional nature.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Understand the main ideas when reading simple texts of a functional nature.*
- 2. Use the correct English grammar and syntax rules to write simple texts of a functional nature.*

## Unit: CDLNG-101-1814 Pre-Integration - Il-Malti Bhala Lingwa Barranija

Unit level (MQF): 1

Credits: 1

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### Unit Description

Il-gzejjer Maltin qegħdin jesperjenzaw influż ta' barranin, minn pajjiżi differenti, li qed jagħzlu li jgħixu Malta minħabba diversi raġunijiet. Il-pajjiż jixtieq jara lil dawn il-barranin jintegraw mal-bqija tal-poplu u jgħixu komdi ġewwa pajjiżna.

Sabiex l-integrazzjoni tkun aktar effettiva, il-barranin se jkollhom l-opportunità li jittgħallmu l-bażi tal-lingwa Maltija. L-għarfin bażiku tal-ilsien Malti jista' jgħin lill-barranin aħjar fl-ambjent ta' madwarhom u jhossuhom aktar inkluzi. Permezz tal-għarfien tal-vokabularju bażiku tal-ilsien Malti, huma jkunu jistgħu jaqraw, jifhmu, jiktbu u jimlew d-dettalji neċessarji mitluba minnhom fil-ħajja ta' kuljum.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Jikkomunika b'mod orali Malti bażiku tajjeb.*
2. *Jinterpreta u jipproduċi vokabularju sempliċi bil-lingwa Maltija.*

## **Unit: CDNUM-101-1701 Functional Numeracy-Time and Leisure**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

This unit will enable learners to use arithmetic, geometrical and time management skills to solve practical problems related to the use of timetables and leisure. This should help them develop independent living skills.

Learners will have the opportunity to participate in project-based activities and open ended tasks. These will provide them with the necessary tools needed to acquire new knowledge and strategies to be able to deal effectively with time and leisure activities.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Apply basic time management skills in situations requiring time and personal timetable.*
- 2. Apply basic arithmetic and geometrical skills in situations related to leisure.*

## **Unit: CDOFF-101-1601 Basic Office Skills -Office Skills**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

In an office there are rules which an office worker has to follow in order to complete the given tasks and to deal with customers. In this unit, the learners will be shown some basic activities done in an office with the needed equipment. In order to do these, the learners will be presented with rules and regulations which they have to follow in order to do the work safely.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Communicate effectively in formal and informal office environment within everyday interactions following the office's culture and rules.*
- 2. Carry out given tasks according to own daily work schedule ensuring to follow instruction diligently.*



## **Unit: CDPLB-101-1801 Basic Domestic Plumbing Skills**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

In this skills kit, learners will acquire basic knowledge about building services with special reference to the plumbing trade through theory and practical experience in the workshop.

Learners will become familiar with the basic principles of handling tools, familiarisation of processes, materials and the important principles of safety procedures.

The plumbing trade requires skills in the use of hand tools, measuring instruments and the knowledge of basic power hand tools.

Learners will also be introduced to workplace communication, occupational health and safety, quality procedures, systems and planning with relation to the building services field. Learners will also be using different fixings, fixtures and installation processes.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Select and use safely the basic hand and power tools to perform simple domestic plumbing tasks.*
- 2. Carry out simple domestic plumbing installations and maintenance effectively.*

## **Unit: CDPSP-101-1601 Knowing Myself and Others**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

This unit presents a number of tools which are fundamental for an individual to discover, practise and nourish in order to experience a more appropriate integration within the surrounding communities and societies.

The focus is mainly on the development of proper communication skills with a sense of care and respect for the self and others. It explores the techniques required to engage in communication in different contexts such as the workplace. There is also a focus on tackling relationship problems related to communication.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Use intrapersonal communication skills to address negative personality traits and boost positive ones.*
- 2. Use interpersonal communication skills in order to predict and prevent common conflicts which merely arise due to communication barriers.*

## Unit: CDPD-101-1602 Understanding Each Other

Unit level (MQF): 1

Credits: 1

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### Unit Description

This unit unravels and equips individuals with citizenship skills. These are a fundamental tool which serve to instil and strengthen knowledge, skills and values relevant to the nature and practices of participative democracy. Additionally, it enhances the awareness of individual rights and duties, whilst promoting a sense of responsibility needed for the development of students into active citizens. There is also a focus on the exploration of rules and regulations presented in different contexts such as the workplace.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Demonstrate respect towards others through the understanding of diversity.*
2. *Recognise and actively practice citizenship skills.*

## Unit: CDPSD-101-1603 Who Am I

**Unit level (MQF): 1**

**Credits: 1**

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### Unit Description

This unit presents a safe environment in which learners work on discovering their identity and explore who they are becoming. The focus is mainly on the development and strengthening of reflective skills, self-understanding and communication. Learners will be given the opportunity to analyse their past, present and also attempt at determining future actions. Apart from the benefits of becoming a more composed person, identity work also leaves space for career related identifications and assessments.

### Learning Outcomes

**On completion of this unit learners should be able to:**

- 1. Reflect to explore own personality and values.*
- 2. Evaluate own dreams and goals of self-progression in the future.*

## **Unit: CDPSPD-101-1604 Planning and Time Management**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

Time management is essential in everything we do; to maximise the full potential of our time thus achieving as much as possible before it is too late; being aware of one's strengths and weaknesses whilst gaining tips to overcome procrastination is key to reducing stress and pressure whilst delivering work on time.

Through this unit, learners will have the opportunity to discuss planning and time management techniques in general whilst also identifying the techniques which work best for them individually. They will also look at obstacles to performing effectively, the impact of procrastination and how to avoid it, the consequences of missing important deadlines and how to avoid 'deadlock'.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Interpret and fill in a time table.*
- 2. Plan a simple schedule to present any given work on time.*

## **Unit: CDPD-101-1701 Finding Myself Through Drama**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

This unit will enable learners to nurture and develop their interpersonal skills, through social interaction, and continuous application of their intrapersonal skills. This unit will be delivered, expressed and contained to provide a safe space for creativity using Drama as a vehicle.

The learners will be provided with a number of activities on a creative and expressive level tailored to address the dynamics of the individual within the particular group.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Use drama as a vehicle to nurture and develop interpersonal and intrapersonal skills.*
- 2. Identify own unique self by drawing on and expressing personal creativity.*

## Unit: CDPD-101-1702 Self-Management Skills

Unit level (MQF): 1

Credits: 1

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### Unit Description

This unit identifies and explores the compounds of self-management skills. The latter are necessary for an individual to promote self-control and respect towards other individuals. Moreover, this unit delves on the analysis of independence and presents the opportunity to understand how this should optimally be achieved. There is also a focus on financial planning and budgeting skills in relation to actual income. This may be complemented by the exploration of a desired income which automatically sets the spot light on a desired career choice.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Recognise own self-management skills.*
2. *Understand the importance of financial planning to be independent.*

## Unit: CDPSD-101-1703 Who Am I

**Unit level (MQF): 1**

**Credits: 1**

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### Unit Description

This unit presents a safe environment in which learners work on discovering their identity and explore who they are becoming. The focus is mainly on the development and strengthening of reflective skills, self-understanding and communication. Learners will be given the opportunity to analyse their past, present and also attempt at determining future actions. Apart from the benefits of becoming a more composed person, identity work also leaves space for career related identifications and assessments.

### Learning Outcomes

**On completion of this unit learners should be able to:**

- 1. Reflect to explore own personality and values.*
- 2. Evaluate own dreams and goals of self-progression in the future.*



## Unit: CDPSD-101-1704 Taking Initiative

Unit level (MQF): 1

Credits: 1

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### Unit Description

Attitude is one of the main keys in achieving success, as it determines the nature of one's general perception and reaction towards any kind of information or events encountered during one's lifetime.

Through this unit, learners will reflect upon methods of taking the initiative to develop a more independent living. Through the exploration of one's own personal life and desired career path, the learners will reflect about the paramount importance of attitude and responsibility in ensuring effective decision-making in various situations.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Understand the importance of developing a positive attitude towards embracing life challenges.*
2. *Contribute towards the achievement of own independence through the practice of effective decision-making and self-empowerment.*

## Unit: CDPSP-101-1801 Becoming Critical - Critical Literacy

Unit level (MQF): 1

Credits: 1

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### Unit Description

For the purposes of critical literacy, ‘text’ is defined as a vehicle through which individuals communicate with one another using the codes and conventions of society. Accordingly, songs, novels, conversations, pictures, movies, etc. are all considered texts.

Within this Skills Kit learners shall be examining and drawing meaning within ‘texts’ through different media. This shall be achieved by a close reference to the elements making up the ‘text’ in discussion, whether print, sound or image. Learners shall be encouraged to make their own choices to create effective ‘texts’.

A short journey of identity exploration will take the learners to look at themselves as ‘texts’ and to reflect critically about who they are; how they became who they are; and how they may be perceived by others. This shall lead to a basic understanding of subjectivity and bias, hence an awareness of the presence of bias in whatever is happening around us.

### Learning Outcomes

On completion of this unit learners should be able to:

1. *Read texts critically and challenge socially constructed concepts of power, inequality, and injustice in human relationships.*
2. *Question issues of power and become thoughtful active citizens.*

## **Unit: CDSCE-101-1601 Discovering Science**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

This unit aims to introduce the scientific method to analyse and answer questions about the world around us. The learner will be presented with a variety of topics where learning is achieved by discovery through experimentation.

This unit is almost entirely practical and research based and the learner will document his findings and draw conclusions based on information gathered through experimentation and research.

The topics covered are from (but not restricted to) the four major disciplines in Science: Chemistry, Biology, Physics and Astronomy

In this unit, the emphasis is on experimentation and documenting findings and not remembering facts.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Collect information in an organized and systematic approach.*
- 2. Interpret the evidence and draw conclusions based of the information collected.*

## **Unit: CDSPT-101-1601 Taking Part in Sport**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

Learners interested in the sports industry should appreciate a range of individual and team sports activities from a participation ‘fun’ perspective.

The aim of this skills kit is for learners to find out about sports activities available in the local area and at MCAST. Learners will acquire important attitudes and behaviour required to participate successfully in a sporting activity as well as being able to transfer and incorporate these life skills to their lifestyle.

Participating in this skills kit will help learners become more physically active and healthy, raise confidence and self-esteem levels and develop teamwork as well as a wider range of personal and social skills.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Participate in sporting activities by adopting a range of attitude and behavioural characteristics.*
- 2. Assess own performance in sporting activities from a participant perspective.*

## **Unit: CDWEB-101-1602 Fundamentals of Web Design and Creation**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

This kit will introduce learners to the design and creation of different types of websites through the use of web builders (non-coding platforms). It will enable learners to achieve a basic understanding of the principles and practices of web design and creation by using popular non-coding platforms (drag and drop) web applications.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Design and create own website according to specific requirements, using a web builder of own choice.*
- 2. Choose a web builder to create and design a web blog according to specific requirements.*

## **Unit: CSHBY-101-1601 Hairdressing and Beauty**

**Unit level (MQF): 1**

**Credits: 1**

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### **Unit Description**

In this unit learners will be introduced to basic knowledge of hair and facial care. Learners will be given basic practice in both hair and facial care. Learners will understand the procedures of shampooing and conditioning hair and cleansing of the face and make-up application.

This unit will also enable learners to understand the importance of personal presentation and the importance of good communication in the hair dressing and beauty industry.

### **Learning Outcomes**

**On completion of this unit learners should be able to:**

- 1. Follow the correct procedure to perform shampooing and conditioning of hair in a salon including effective communication skills under supervision.*
- 2. Carry out basic facial cleansing and basic make-up application whilst communicating effectively with client to ensure client satisfaction under supervision.*