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GENERAL INFORMATION

1	Document category	Rules and Regulations
2	Document approver	Council of Institutes
3	Minimum list of document users to be notified upon release of document update	All Academic Staff and All Students

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<ul style="list-style-type: none"> - Added 4.5 Definition of CBA - Updated 5.2.1 by removing reference to exact fee - Added par 5.2.3 – re use of devices in class - Added par 5.2.4 re dress code and cross referencing to DOC 038 - Updated par 5.3 by changing the title of the section to Mind-Altering Substances and by adding a reference to MCAST’s commitment to offering a safe campus and referral to professional support. - Added Paragraph 6.4: Reference to process for Exemption from IT Key Skills and cross reference to RPCL procedure - Added par 7.2 with info re academic calendar - Updated Par 9.1.3 to include a reference to the academic calendar - Added item 9.1.4 re late comers - Updated 9.1.5 by removing reference to Attendance Registers as documents. - Updated par 9.3 with the addition of item 9.3.9 as per BOG resolution. - Added reference to CP and Repeating without attendance in 9.3.2 (APPROVED AT COI 211 – 24.03.2023) - Updated 9.3.2 with the addition of the following: <i>Moreover, students will only be eligible to apply for a ‘Compensatory Pass’ or to ‘Repeat a unit without attendance’ if they have attended a minimum of 70% of the actual contact hours delivered for the respective unit.–</i> - Updated the wording of 9.3.2 thus changing the attendance recording to be calculated on the ‘actual hours delivered’ rather than the ‘course total hours’. - Added items 9.3.3, 9.3.4,9.3.5 regulations regarding attendance for Awards, bespoke courses, apprenticeship units and non-accredited courses - Added reference to DOC 413 in 9.3.11 - Updated 10.6.7 by replacing references to plagiarism detection/report to similarity detection/report - Updated title of Assessment Front Sheet in 10.7.4 - Updated 10.8.3 with the change to Part Time courses Grading – Approved COI decision 2281 - Updated Section 10.16 with the addition of: par 10.16.1, 10.16.4, 10.6.5, 10.16.6 and 10.16.7 - Updated text in section 11 by updating 11.1 and removing reference to MQF levels in 11.2 – 11.4. - Updated Section 11 Work Based Learning by merging the contents of Section 15 Internship Framework - Added par 12.1.6 – 12.1.8: information on auto progression from level 3 to level 4. – approved at COI and included in prospectus - Updated the Compensatory Pass regulations (section 12.2) to: <ul style="list-style-type: none"> o Not allow students to claim CPs for Core (or Elective) units o Enable students to claim CP at the end of any academic year in programmes spanning over more than one year and added regulations and restrictions related to this option – as a result of this change, the clause regarding claiming of CPs at exit points has been removed. - Updated 13.1.3 by changing legal age to 18 - Changed all instances of de-registration to closing-off record - Changes all instances of Council of Institutes (COI) to Vocational and Professional Council (VPC) - Updated the title of DOC 106 throughout the document 				
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	<p>Changed Heading of Section 2 from Applicability to Scope Added 4.4 and 4.13 Definition of Qualification and Award as per MFHEA referencing report Updated 4.5 with the addition of (selective) References to ECVET changed to ECTS or Credits as appropriate Par 6.3 Updated reference of ISR to CSR in key skills Updated 9.5.6 to refer to interruption from studies instead of withdrawal Added sections 10.2 and 10.3 on CBA – Text approved during COI 202 Updated the title of section 10.6 to Academic Integrity (plagiarism) (previously Authenticity of work (Plagiarism) Updated references from DOC 032 to DOC 099 (plagiarism) Added par 10.6.1 Updated 10.6.4 to refer to past/other study units and updated wording to remove gender specific references. Updated 10.6.5 by removing suplicate text with par 10.6.4 Updated 10.6.7 to replace reference to Turnitin with a more generic term Updated 10.7.3 to include reference to par 10.4.6 and reword as per current college practice. Updated 10.8.5 to refer to Awards only Updated 10.12.3 removed reference to Medical Practitioner filling in DOC 106 as this was removed form Updated 10.17.2 with the addition of a sentence referring readers to IV procedure. Updated section 11 with information on the types of AWBL offered at the college (added par 11.2 -11.3 and 11.6) Updated 12.1.1 to refer to RPL Updated 12.1.5 with the inclusion of points (b) and (i) Par 12.1.7 fixed a reference to the correct paragraph (i.e. from 12.1.5b to 12.1.6b) Reviewed and updated document text to remove gender specific terms</p>
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NOTE: Sections that are common to all three Programme Regulations are identified below in italic text.

1. PURPOSE OF DOCUMENT

1.1. The purpose of this document is to describe the programme regulations pertaining to the teaching, learning and assessment processes for programmes spanning from MQF/EQF Introductory Level A and B to MQF/EQF Level 3.

2. SCOPE OF REGULATION

2.1. These regulations apply to the programmes (see levels below) commencing as from academic year 2016/17, onwards.

- a) MQF / EQF Introductory Level A and B: Award in Vocational Skills
- b) MQF / EQF Level 1: Skills Kits (Refer to Appendix 1);
- c) MQF / EQF Level 2: Foundation Level;
- d) MQF / EQF Level 3: Diploma Level.

These regulations are equally applicable to Students, Lecturing and Administrative staff within the College, Institute and Corporate functions.

2.2. It is in the Students' interest, and finally, the Students' responsibility, to ensure that they have access to and are familiar with the content of this Regulation.

2.3. In cases where certification by foreign awarding bodies is still being awarded, the relevant regulations of the awarding body concerned apply.

3. UPDATING AND DISSEMINATION OF REGULATION

3.1. Updates to this document will need to be approved by the **Vocational and Professional Council (VPC)**.

3.2. The QA Document Control Section will ensure that the latest revision of this document is uploaded on the College website and Intranet, and that changes will be communicated promptly to all end users.

3.3. The only official valid version of this Regulation shall be that published on the College Website and on the MCAST Intranet.

4. DEFINITIONS / ACRONYMS

4.1. **Academic Year:** Refer to paragraph 7.1.

4.2. **Assessment criteria:** These are descriptions of what the Student is expected to do in order to demonstrate that a learning outcome has been achieved.



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- 4.3. Assignments / Coursework:** Tasks or exercises performed by the Student as part of a course of study. The Student's work shall be expected to fulfil the learning outcomes of a study unit. Assignments may require to be done away from the institute (at home) within a particular timeframe (which can be anything from a few days to a number of weeks) and are to be handed in by a pre-established deadline, which is normally within the semester in which the unit is being delivered.
- 4.4. Award:** All those courses which do not fulfil the requirements in terms of minimum credits required, are to be called 'Awards' (MFHEA, Referencing Report, 4th Revised Edition, 2016, page 53)- Refer also to the definition of 'Qualifications'.
- 4.5. Class-Based Assignment (CBA):** Assignment or Assessment which is done completely in the classroom (possibly over a number of sessions), which is not time dependent, and which focuses on the teaching-learning process, providing feedback aimed at student understanding / learning / competence / skills, apart from assigning grades.
- 4.6. Core Units** are compulsory units, which must be passed in order to complete a qualification.
- 4.7. CMIS:** College Management Information System also known as Classter
- 4.8. VPC: The Vocational and Professional Council**
- 4.9. Interruption of Studies:** An authorised, temporary break from a programme of study usually due to extenuating circumstances.
- 4.10. Key skills:** Key skills are a range of essential skills that underpin success in education, employment, lifelong learning and personal development. Thus, Mathematics, Maltese, English, IT, Science, Individual and Social Responsibility, for example, are essential key skills. Other key skills include Entrepreneurship, Individual Social Responsibility and Critical thinking.
- 4.11. Learning outcomes:** Learning outcomes are the specific intentions of a programme or study unit. They describe what a Student should know, understand, or be able to do at the end of that programme or study unit.
- 4.12. Pre-requisite/s:** A study-unit or units, exam/s or qualification/s, which must be passed before entry to another unit/s or progression to another course is granted. This shall ensure that a suitable grounding has been established before moving to a more demanding level of study. Entry to a new course would normally be denied if the prerequisites are not in place.
- 4.13. Progression:** Progression means the movement through registration by a Student to a higher level course upon completion of a course of study.
- 4.14. Qualification:** The term Qualification in this Programme Regulation is used to refer only to substantial programmes based on learning outcomes at the respective MQF level and having enough workload to meet the requirements depending on the MQF level (as described in the MFHEA Referencing Report , Chapter 2 (refer to link <https://mfhea.mt/wp-content/uploads/2021/08/Referencing-Report-2016.pdf>). (Refer also to definition of 'Awards').



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- 4.15. **Study Unit or Module:** A study unit or module is a self-contained study component delivered as part of, or in fulfilment of a qualification. An MCAST programme of study is normally made up of a number of study units, some of which are compulsory while others might be optional.
- 4.16. **Synoptic Assessment:** An opportunity for Students to re-attempt a unit in which they have failed to achieve 50 % of the overall mark for that particular unit. The assessment covers a cross-section from all the Learning Outcomes for the respective unit. The assessment may include time-constrained examinations.
- 4.17. **Time Constrained Assignments (TCAs):** Assignments in the form of an examination, done in class, under supervision. TCAs may be carried out during the delivery period of a unit, or at the end of a semester in which a unit is completed. The dates and venues for TCAs shall be communicated to Students in advance either through the notice boards or other means of communication.
- 4.18. **Take Home Assignments (THAs):** Assignments which are done at home over a pre-established period of time, and must be submitted by a given deadline
- 4.19. **Withdrawal from Studies:** The discontinuation of a programme of study (resignation) with no intention of continuing the same programme of study at a later stage.
- 4.20. **Closing-Off Record:** The process by which students are removed from MCAST registers as a result of missed attendance. (see Paragraph 9.3 for details)
- 4.21. **Embedded Learning:** Whenever possible, the planning, delivery and assessment of different units/units of a different nature (i.e. key skill units and vocational units) within the same programme of studies are planned, taught and assessed with a collegial approach to ensure that the relevance of the whole programme remains very high.
- 4.22. **Contextualised Learning:** whenever possible, the delivery and assessment of units/programmes of study (including theoretical units such as key skills etc.), is provided in a context which is related to the vocational area being studied. This enables learners to appreciate the importance of each unit within their programme of study, as part of their chosen career path.

5. STUDENT BEHAVIOUR, ACADEMIC CONDUCT AND REPORTING OF GRIEVANCES

5.1. Student Roles, Obligations and Rights

- 5.1.1. MCAST is an inclusive, community College, which seeks to promote and respect the principles of diversity, inclusion and respect for the dignity of all its members.
- 5.1.2. MCAST expects all Students to work in a safe environment in which they feel comfortable and therefore considers the following acts of a very serious nature:
- All kinds of bullying;
 - Victimisation;
 - All kinds of Harassment;
 - Unfair discrimination based on gender, religion, sexual orientation, age, race and disability;



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e) Aggression, including physical and psychological.

5.1.3. The applicable documents (reference to below) inform the parties concerned of their expected conduct, main roles, obligations and rights.

Reference Documents;

- MOP_ADM_001_015: Student or Staff Grievances Procedure
- Doc 038: Student Conduct Regulations
- Doc 188: College Academic Board Procedures
- Doc 370 Dignity at MCAST an Anti-Harassment Policy
- Doc 371 MCAST Equality Policy

5.2. Student Academic Conduct

5.2.1. Students are expected to carry with them their MCAST Student Identity Card at all times while on campus. Students may be barred access to various MCAST facilities, functions and activities, and may be asked to leave the campus if they fail to present their Student Identity Card upon demand. Lost student cards are to immediately be reported to the Institute's Administration. Students will be subject to a fee for the re-issuing of lost cards.

5.2.2. Students are expected to comply with MCAST regulations and behave respectfully towards all members of the College community and visitors. When MCAST rules and regulations are contravened, the College shall be constrained to implement measures to rectify matters, ensure conformity and safeguard the interest of the community.

5.2.3. The use of any device whether electronic or not during lectures is only allowed as long as such device helps the student in the learning process and does not disrupt the learning process of others or the Lecturer. Should such a device be deemed by the Lecturer to be disruptive, then the Lecturer is authorized to have such a device(s) immediately put away. In the event that the student refuses to put away such device as instructed, then the student may be asked by the Lecturer to leave the class.

5.2.4. Students shall be expected to abide by the College Dress code, details of which can be found in Doc 038

5.2.5. Students are also required to act with honesty and integrity in fulfilling requirements in relation to learning and assessment.

5.2.6. Continuous assessment of work typically warrants continuous effort and application on the part of the Students. If such work is left to accumulate and/or overlap with the delivery of new units and further coursework, Students will find that they are unable to complete the work expected of them by the prescribed deadlines. This may have a negative impact on their performance.

5.2.7. Additional information regarding academic misconduct, disciplinary procedures and conduct during assessment / examinations can be found in the procedures referenced below. Students are encouraged to read these procedures at the beginning of the academic year.



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Reference Documents;

- *Doc 038: Student Conduct Regulations*
- *Doc 188: College Academic Board Procedures*
- *Doc 099: Academic Integrity Policy and Procedure*

5.3. Mind Altering Substances (Drugs and Alcohol) Policy

5.3.1. *Drug and alcohol misuse affects performance, conduct and relationships both at College and at society. Individuals who develop drug and alcohol related problems cause harm to themselves and to others.*

MCAST has the duty to ensure the health, safety and welfare of all individuals, including employees, students, visitors and contractors who use the premises.

MCAST considers that it has a responsibility to promote good health, by raising the awareness of Students and employees as to the risks of drug and alcohol misuse and by providing safe campuses. The College shall refer those who have a drug or alcohol problem to professional support.

MCAST policy on the misuse of drugs is to comply with the laws of Malta.

The College's Procedure related to illegal substances is available in the document referenced to below.

Reference Documents;

- *Doc 212: Mind Altering Substance Policy and Procedure*

5.4. Reporting of Grievances

5.4.1. *Some grievances may result from misunderstandings, while some others are genuine cases of unfair treatment or misconduct.*

Before Students resort to a formal grievance, they are encouraged to first seek to resolve the matter informally. MCAST acknowledges the fact that a Student may wish to resolve their grievance informally, thus achieving a fair solution without the need of going for the formal procedure. In many cases, a fair dialogue between parties involved may lead to an amicable solution, without the need to go any further in settling issues.

In case a Student feels dissatisfied with the outcome of the informal handling of the grievance then they are free to make use of the formal procedure as regulated below.

Reference Documents;

- *MOP_ADM_001_015: MCAST Grievances Procedure*



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6. PROGRAMME OF STUDY

6.1. General Programme Information

6.1.1. *A full list of programmes is given in the MCAST prospectus, which is published annually.*

6.1.2. *The College Prospectus provides the following programme related information:*

- a) Programme qualification title*
- b) Programme Rationale*
- c) Name of Awarding Body (where such is not MCAST)*
- d) Programme Duration*
- e) Programme work load (/ ECTS/ CREDITS?)*
- f) Programme EQF / MQF level*
- g) Fees (where applicable)*
- h) Entry Requirements, Academic and Otherwise (including entry conditions for mature Students)*
- i) Employment paths.*

6.1.3. *In this regulation, a programme of study refers to the vocational and training education provided by MCAST in preparing its Students for employment in different industrial sectors and/or for progression to further/higher education.*

6.1.4. *The terms 'Student', 'Learner' and 'trainee' may be used interchangeably and refer to an individual following a programme of study.*

6.1.5. *The Institute is responsible for the provision of the correct pedagogical approach for facilitating the learning, teaching and assessment processes and is required to ensure that the curriculum is up to date and reflects the needs of the Students.*

6.1.6. *MCAST's vocational programmes (Introductory Levels A&B and MQF Level 1 to 3) are delivered by the following Institutes / Centres:*

- Institute of Applied Sciences;*
- Institute of Business Management and Commerce;*
- Institute of Community Services;*
- Institute for the Creative Arts;*
- Institute of Engineering and Transport;*
- Institute of Information and Communication Technology;*
- Gozo Campus*

6.1.7. *Programmes of study offered at MCAST are Student-centred adopting a learning outcome-based approach to vocational training and assessment.*

6.1.8. *A programme of study is built on a framework comprised of a combination of study units and hands-on learning taken over one or two years full-time or an elongated period if part-time. Some programmes also include Workbased learning and/or apprenticeship/internship elements thus providing students with the opportunity to learn directly from the industry.*

6.1.9. *Details of the programme of Study are included in the programme Specification. The programme Specification includes as a minimum the following information:*



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- a) Programme Title
- b) MQF/EQF Level
- c) Programme rationale
- d) Overall Learning Outcomes
- e) List of Study Units
- f) Total Credits/ ECTS points.

6.1.10. A Study Unit is a self-contained, credit-rated and assessed unit of study. A study unit is built upon a framework of defined learning outcomes, which specify the knowledge, skills and competences that the Student will obtain after the successful completion of each study unit.

6.1.11. The programme Specification Study Unit includes as a minimum the following information:

- a) Unit Title
- b) Number of Credits/ ECTS points
- c) MQF/EQF Level
- d) Unit Description
- e) Unit Learning Outcomes
- f) Content
- g) Grading Criteria
- h) Assessment Methodology.

6.1.12. Each Unit carries a credit rating, which can range between a minimum of 2 and a maximum of 12 credits.

6.1.13. The Student is awarded a qualification after successful completion of all the units within the programme of study.

6.2. Learning Framework for Level 1 (Introductory), Level 2 (Foundation), Level 3 (Diploma)

6.2.1. The Table below provides the programme structure for Levels 1, 2 and 3.

Level	Level 1 (Introductory)	Level 2 (Foundation)	Level 3 (Diploma)
Duration	1 year	1 year	1 -2 year
Minimum Total Credits (ECVETs)	40	60	60
Total Learning Hours	1,000	1,500	1,500
Number of Study Units	8	10	12
Typical number of Key Skill Units	6 Units (18 Credits/ECTSs)	6 Units (18 Credits/ECTSs)	6 Units (24 Credits/ECTSs)
Typical number of Vocational Units (Study units related to the vocational sector of the programme of study)	2 Units (12 Credits/ECTSs)	4 Units (24 Credits/ECTSs)	6 Units (36 Credits/ECTSs)
Embedded Units (10 ECEVETs)	10 Credits/ECTSs	18 Credits/ECTSs	N/A



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6.3. Embedded teaching and learning

- 6.3.1. At Foundation level (MQF 1, 2 and 3), MCAST offers six Key Skills subjects, namely English, Maltese, Mathematics, Information Technology, Science and Community and Social Responsibility. The Key Skills component at Levels 1, 2 and 3 is common to Students in all institutes at the respective level.
- 6.3.2. The Key Skills component is embedded and contextualised in the Levels 1 and 2 programmes and contextualised in the Level 3 programme. Embedding and/or contextualisation will reflect the institutes where the Key Skills are taught.
- 6.3.3. For embedded learning purposes, the coursework has direct and exclusive relevance to the vocational units of the respective Institutes.
- 6.3.4. Key skills at level 3 (English, Maltese, Maths, IT, Science and Community and Social Responsibility) are contextualised in accordance with the vocational content of the respective Institutes.
- 6.3.5. Embedding entails simultaneous teaching of the two components (Key Skills and vocational skills) within the vocational area. Key Skills lecturers work closely with vocational lecturers in order to plan their teaching as well as the embedded component to work in parallel with the respective vocational units and contextualise the Key Skills as to make them more relevant to the Students.

6.4. Exemption from IT Key Skills

- 6.4.1. Students reading for an MQF Level 3 course can request an exemption from IT upon presentation of the ECDL Certificate. For details on this procedure kindly refer to the document referenced below

Reference Document

- Doc 360: Recognition of Prior Certified Learning (RPCL) Policy And Procedure For Exemptions

7. ACADEMIC YEAR

- 7.1. The academic year and lecturing commence as approved by the Vocational and Professional Council and as communicated on the MCAST website.
- 7.2. An Academic Calendar showing all the Academic Activities and dates planned for the Academic Year, is published on the MCAST website each year. The Calendar may be accessed at the following link: <https://mcast.edu.mt/mcast-academic-calendar/>
- 7.3. Part-time (evening) courses may not follow the standard academic year format.



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8. PROGRAMME DELIVERY

8.1. Language of Delivery and Assessment.

- 8.1.1. Lectures shall be delivered in English or in Maltese, as deemed appropriate by the Institutes for the Students concerned.
- 8.1.2. The language of assessment shall be English, except for areas of study involving use of the Maltese language.
- 8.1.3. The Institute may allow particular Students for a just and sufficient reason to present assessment work written in the Maltese Language.

9. ATTENDANCE REGULATIONS

9.1. Attendance

- 9.1.1. Attendance is obligatory but is not however a direct component of any method of assessment. However, the following exceptions apply:
- a) Attendance as part of assessment for placements;
 - b) Attendance as part of assessment for practical laboratory or workshop tasks;
 - c) Attendance for a pre-determined group work exercise.
 - d) Attendance as part of community social responsibility.
- 9.1.2. Every Student must attend all teaching sessions (i.e. lectures, seminars, tutorials, workshops, etc.) and undertake assessments as specified in the programme specification to be eligible for formal assessment and/or continuation on their programme of study (refer to par. 9.3)
- 9.1.3. Full-time Students shall make themselves available between 0800hrs and 2000hrs (Monday to Friday- as per the dates indicated in the Academic Calendar available at: link - <https://www.mcast.edu.mt/mcast-academic-calendar/>) to attend all formal and non-formal teaching and all forms of assessment of the programme of study at the times given. Failure to do so may result in a fail grade in that study unit.
- Part-time (evening) Students will normally be asked to attend afternoon/evening sessions (1700hrs to 2100hrs) as well as weekend tutorials as and when necessary.*
- 9.1.4. When taking attendance, lecturers account for attendance in 30-minute parts/components. Should a Student arrive late for a session, the Student shall be admitted to the class but will be marked absent for the missing parts/components (e.g. if a Student arrives 20 minutes late, the Student's first 30 minutes will be registered as absent)
- 9.1.5. Irrespective of any contestations, which may or may not arise, proof of attendance for lessons and / or absence is always an MCAST requirement.
- 9.1.6. It is the sole responsibility of the Students to monitor their attendance. Students will have their stipend deducted according to their attendance record



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9.1.7. Absenteeism is classified into two categories i.e. Authorised absence and unauthorised absence.

- Unauthorised Absence: when a Student misses a lecture session and/or a College/Institute event without providing justification;
- Authorised Absence: when a student provides justification for missing a lecture session and/or a College/Institute event as explained in 9.2 below.

9.2. Justification of Absence and Extenuating Circumstances – (Authorised Absence)

9.2.1. Every absence from any lecture session, or College/Institute event, must be justified either by the National Insurance Social Services Medical Certificate (blue) (in the case of absence due to sickness), or as the case may be, by providing an official document (such as the court hearing notification, driving test date schedule, examination timetables, medical appointments; proof of forced quarantine etc.), which is to be handed-in to the respective Institute's Administration.

9.2.2. When a student is sick/taken ill, they will be expected to hand-in the (blue) Medical Certificate to the Institute's/Centre's Administration as per the table below:

Number of Sick Days	Medical Certificate to be handed in
Part of a day	The following college day
1 day	The following college day
2 - 5 days	By not later than the 2 nd college day upon return to college
Prolonged sickness	Every six days from the first medical visit, either by post or by a trusted representative

9.2.3. Students are to make sure that all the required information in the Medical Certificate (such as, the NI number, date, signature, etc.) is filled in. Medical Certificates with missing information will NOT be accepted. In cases of prolonged or regular illness, students are strongly encouraged to discuss their situation with the Institute Director or Deputy Director, so that the particular circumstances are evaluated and a plan for the way forward is agreed upon.

9.2.4. It is highly recommended that students retain a copy of all original Medical Certificates submitted to the Institute's Administration.

9.3. Attendance Thresholds and Closing-Off Record

9.3.1. Institutes are required to have systems in place that monitor and follow up Students who have high absentee rates in order to increase retention rates throughout MCAST.

9.3.2. Students registered to courses at MQF Levels 1 to 4 are required to attend a minimum of 70% of the actual hours delivered in order to be allowed to continue the course. Moreover, students will only be eligible to apply for a 'Compensatory Pass' or to 'Repeat a unit without attendance' if they have attended a minimum of 70% of the actual contact hours delivered for the respective unit.



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9.3.3. *Students registered to Awards (made up of one or multiple units) and/or be-spoke courses for MQF Levels 1 – 6, are required to attend a minimum of 70% of the actual hours delivered overall and 70% of the actual hours delivered per unit to be eligible for a Certificate of Attendance, and successfully complete all assessments to be eligible for a Certificate of Achievement.*

9.3.4. *Students registered to non-accredited courses at MQF levels 1 – 8 are required to attend a minimum of 70% of the actual hours delivered to be eligible for a Certificate of Attendance.*

9.3.5. *Apprenticeship units require 100% attendance as per the respective modality in the apprenticeship agreement*

9.3.6. *The Attendance percentage will be deducted for every missed lecture session or College/Institute event. It is important to note that attendance will still be deducted for Authorised absences. Students will have access to their attendance Records via the CMIS.*

9.3.7. *It is important to note that students having specific course requirements such as those following EASA or STCW courses and international students on study visa must respect the conditions of their course or visa irrespective of the above to be eligible to continue their course and be eligible for certification.*

9.3.8. *In view of the above, students who exceed the absenteeism limit for their respective course level will no longer be able to continue their course and will have their records closed-off. Furthermore, they may need to refund the maintenance grant partially or in full as per Legal Notice where applicable.*

9.3.9. *Students will be receiving warnings and reminders at 5% increments of absenteeism.*

9.3.10. *Students may receive one or more reminders depending on their absenteeism rate and limits reached at the beginning of semester 2. Should any student disagree with any decision taken, the student may appeal as per MCAST standard procedure referenced below.*

Reference Document

- *Doc 188 College Academic Board Procedures*
- *Doc 291 Attendance/ De-Registration Appeals Form*
- *Doc 413 Closing-Off Record (Attendance) Notification Form*

9.4. Mobility within Studies

9.4.1. *Should a Student wish to seek authorisation for studies abroad that may complement or integrate with a chosen programme, they should liaise with the respective Deputy Director for direction and guidance. The Deputy Director shall communicate with the Office of the*



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Registrar and the Director of Institute, and where necessary the International Office, before giving the Student direction on how to proceed.

9.5. Interruption and Withdrawal from Studies

- 9.5.1. *Help and guidance is available to Students who are considering withdrawing from or interrupting their study. Students considering withdrawing or interrupting their study should seek information from their Deputy Director to gain full understanding of the process and the implication of their withdrawal or interruption. Students are advised to communicate with their Deputy Director before taking a final decision.*
- 9.5.2. *Written authorisation should be requested prior to interruption or withdrawal from studies when a personal emergency or other circumstances arise which necessitate a break from studies.*
- 9.5.3. *A Student who wishes to interrupt a programme of study before completion shall give notice in writing to the Registrar before suspending attendance. The Registrar shall in turn consult with the Board of Studies before a decision is made. Students who interrupt their studies shall be made aware that, if they are re-admitted, their current academic programme cannot be guaranteed to resume or to resume intact as if no interruption had occurred.*
- 9.5.4. *A Student who wishes to withdraw/resign from MCAST before the completion of the programme of study shall give notice in writing to the Registrar by filling in the form referenced below. Students may request any certification for which they are eligible. In such cases, there shall be no refund of programme fees (where applicable).*
- 9.5.5. *When a Student interrupts or withdraws from a programme, the stipend is stopped with immediate effect. Student may be requested to refund any money to which they were not entitled to as a consequence of their interruption or withdrawal.*
- 9.5.6. *Students wishing to return to MCAST after interruption or transfer shall seek written confirmation from the Registrar. They must also satisfy any other formal requirements, e.g. payment of any new fees, which may be applicable. Students are obliged to satisfy such expectations prior to admission.*

Reference Document:

- Doc 278: Resignation Letter Form

10. CONTINUOUS ASSESSMENT

All types of assessments are important:

- *those that occur in daily classroom interactions among lecturers and students;*
- *those set by lecturers at the end of a particular phase in the work, and;*
- *those developed and administered by external agencies.*

Together, they serve multiple purposes:

- *to help students learn,*



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- to illustrate and articulate the standards for quality work,
- to inform teaching,
- to guide curriculum selection,
- to monitor programmes,
- to provide a basis for reporting concrete accomplishments to interested parties, for accountability, among others.

No one assessment serves or can serve all the possible or desired aims of gauging students' knowledge and abilities, understanding the nature of their thinking and supporting their learning. Hence, a variety of assessment tools, incorporating sections for assessor feedback per question/task, are to be designed and offered to students, including those outlined below.

10.1. Continuous Assessment, Learning outcomes, Grading Criteria and Assessment Tasks

- 10.1.1. All Units of study shall be assessed throughout the academic year through continuous assessment using a variety of assessment tools.
- 10.1.2. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. No alterations, deductions or additions to the approved unit Learning Outcomes shall be allowed. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.
- 10.1.3. The method of assessment shall reflect the Level, credit points (ECTS/Credits) and the schedule of time-tabled/non-timetabled hours of learning of each study unit.
- 10.1.4. A variety of assessment instruments, not solely Time Constrained Assignments (Exams), are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study. The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.
- 10.1.5. Units are to be designed with a holistic overview of the whole programme of studies to ensure that a balance between the different domains is achieved according to the guidelines provided in the MFHEA (former NCFHE) Referencing Report and as approved by the Education & Training Programmes Department.
- In each unit, all domains of Bloom's Taxonomy (knowledge, understanding, application, analysis, synthesis and evaluation, and creation) shall be addressed in the specified grading criteria. The weighting for each domain (and the marks allocated per criteria), shall be determined by the nature of the unit and addressed at grading criteria design stage e.g. a practical unit will most likely include a higher number of application and creation criteria compared to theoretical units. Similarly, assessment for units/ programmes at higher levels should move more towards synthesis and Evaluation rather than Knowledge and Understanding.*
- 10.1.6. Grading criteria shall be assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification. Rubrics and/or model answers should be utilized to facilitate an understanding of the grading for a particular assignment.



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10.1.7. *Coursework shall normally be completed during the semester in which the Unit is delivered.*

10.1.8. *Time-constrained assignments may be held between 8am and 8pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are to be notified and published on the Institute notice boards or through other means of communication. Students are to be responsible enough to be available for allocated TCA time schedules.*

10.1.9. *Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold Time-constrained assignments remotely (online). In such cases, the regulations listed in the document referenced below apply.*

Reference Documents

-Doc 020 MCAST QA Policy and Standards for Online Teaching, Learning and Assessment

10.2. Class Based Assignment/Assessment

10.2.1. *Class-based assessment is both a teaching approach and a set of techniques that may be applied in an educational setting. **The approach is that the more pedagogues know about what and how students learn, the better they can plan learning activities to structure teaching.***

10.2.2. *The techniques are mostly in-class/lab/workshop activities, which are not time dependent, that give useful feedback on the teaching-learning process aimed at course improvement and student understanding/learning/competence/skills, apart from assigning grades.*

10.2.3. **Nature of CBA:** *CBA can be administered:*

-on either a closed-book or open-book basis, to gauge students' assimilation and comprehension, allowing the possibility of improving performance and, hence, the result, as indicated by the lecturer on approval of the internal verifier;

-over a period of time - broken down into a number of CBA sessions, lessons and feedback as designed by the lecturer and approved by the internal verifier.

The type of tasks in CBA should ideally involve application of knowledge and higher-order thinking and not merely knowledge and understanding.

10.2.4. **Format of CBA:** *CBA is to be tackled completely in a classroom/lab/workshop setting. The Lecturer might collect the task sheet at the end of the lesson and provide feedback to the students during the next session. Students can then continue working on the second task (with the possibility, or not, of editing the previous tasks).*

10.2.5. **CBA Feedback:** *It is important that the feedback given is general, consistent and supports students in an objective and fair manner. Feedback given by the lecturer should*



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not be specific but should help the student to clarify a vague statement, to focus more on particular aspects, or to supplement an answer with more details.

10.2.6. CBA Logistics: *Students are to be informed well in advance, e.g., at least two weeks, of the start of the CBA period.*

- *The assignment distribution date is to be indicated on the Front Sheet.*
- *As a CBA will involve a time span, i.e., the possibility of being over more than one class/lab/workshop session, this is also to be specified in the assignment front sheet. Hence, the CBA period has a start date and end date*
- *Additionally, the lecturer can propose the amount of time the student is to spend on each task on the front sheet.*

10.2.7. *Some scenarios, not exhaustive, are outlined below:*

- *CBA may be carried out over a number of sessions covering different topics or learning outcomes via a number of tasks, designed as building blocks in a student's learning cycle.*
 - o *A CBA should be inherently developmental in nature from one session to the next, allowing the lecturer to provide feedback from task to task.*
 - o *The tasks may be related (one task building on the next) or unrelated (each task focusing on a different learning outcome).*

10.3. Absence from Class Based Assessments

10.3.1. *If a student is justifiably absent on the day of a CBA session, then the student will be given the opportunity to catch up during another planned dedicated session, since a CBA is time independent. (The Institute Secretariat is to be consulted as to whether the student has handed in a medical certificate or extenuating circumstances form, Doc 106 below refers).*

10.3.2. *If a student is unjustifiably absent, the student will be allowed to tackle the CBA during the remaining CBA sessions but not given extra time to recover the missed session.*

10.3.3. *Where the nature of the CBA does not lend itself to the previous scenario, such as practical CBAs (e.g., experiments in a lab) where tasks require particular supervision and arrangements by the lecturer, students are to be informed by the lecturer, prior to the start of the CBA, that unless they are justifiably absent there will not be another opportunity to attempt that part of the CBA. What constitutes a 'practical CBA' is to be endorsed by the IV, IVC and the Deputy Director involved.*

10.3.4. *In the case of absence from a CBA, where the student provides evidence of valid extenuating circumstances for missing the CBA, the student shall be allowed, where possible, to sit for just the part of the synoptic that relates to the Learning Outcome/s or Grading Criteria of that missed session/sessions.*

10.3.5. *Students, who, for any reason, do not turn up on the days of the CBA sessions, without any justification, will not have the right to sit for a part synoptic. Part synoptic applies only*



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for a CBA and TCA as specified in these MCAST programme regulations in line with DOC 106.

Reference Document

- DOC 106 Request for Extension of Deadline or Rescheduling of Assessment Session Form

10.4. Assessment Documentation

10.4.1. The coursework documentation required for the assessment process includes as a minimum:

- a) The Assessment and Internal Verification Front Sheet;*
- b) The Coursework Brief / Task Sheet / Assignment Brief.*

10.4.2. The following information is the minimum information that needs to be recorded either in hard copy, in soft copy via CMIS, Moodle or in combination depending on the nature of the assignment being issued:

- a) Grading Criteria and the assessment task/s;*
- b) Marks distribution*
- c) Date of internal verification release;*
- d) Deadline for submission of coursework;*
- e) Approval by Internal Verifier of Assignment Brief*
- f) Date of the publication of the coursework*
- g) Student's confirmation of authenticity;*
- h) Results and feedback to students by Assessor*
- i) Approval by Internal Verifier approving sample of assessment decisions*

10.4.3. The coursework brief shall include the tasks assigned and the corresponding marks, together with any other relevant and essential material pertaining to the evidence required from the Students for their assessment.

10.4.4. In the Assessment Feedback section, the Assessors are to record their decisions regarding the Student's assessment marks together with written feedback. The written feedback describes the Student's level of achievement and possible areas for improvement.

10.4.5. In the case of assignments which are uploaded via Moodle (especially THAs), Assessment feedback may also be provided electronically via Moodle itself (instead of the printed assignment front sheet).

10.5. Issuing of Assignment Brief/s

10.5.1. Coursework briefs will be issued to students electronically via the CMIS.



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10.6. Academic Integrity (Plagiarism)

- 10.6.1. Document 099 'Academic Integrity Policy and Procedure' provides a detailed explanation of the duties and responsibilities of students when submitting course work including the academic integrity policy, guidelines for good practice, minor and major misdemeanours and the corresponding sanctions including disciplinary procedure where applicable*
- 10.6.2. Course work submitted by Students shall be authentic, genuine, and not false or copied, wholly or in part. An authenticity declaration shall be completed via electronic confirmation upon submission of assignment via Moodle or on the Assignment Front Sheet Form as instructed by Lecturer.*
- 10.6.3. Plagiarism the deliberate and substantial unacknowledged incorporation in Students' work of material derived from the work (published or unpublished) of others or own previous work. It is considered by MCAST to be a very serious offence and can result in sanctions. In this regard, Students are advised to be familiar with the Academic Integrity policy and procedure referred to below.*
- 10.6.4. Other work, which was produced by the candidate for past /other study units, shall not be included in their submission of new coursework unless adequately referenced.*
- 10.6.5. A candidate shall indicate by means of explicit references when citing work whether own or others.*
- 10.6.6. Plagiarism may preclude Students from assessment and carry further sanctions as envisaged in the College's policy regarding the subject.*
- 10.6.7. Where and when possible, the Lecturers are encouraged to instruct students to submit for marking all assignments online via the above approved platforms. The Lecturer is therefore responsible for identifying suitable checks for verifying the originality of the work submitted in-person as per the respective plagiarism policy for the courses in question.*

Reference Documents:

-Doc 099 : Academic Integrity Policy and Procedure

10.7. Submission of Individual Home-Based Coursework

- 10.7.1. Once set, coursework deadlines can only be changed in exceptional circumstances and only by the authority of the Institute Director.*
- 10.7.2. Students are advised to fully understand the implications when deadlines for the presentation of work are not respected.*
- 10.7.3. As a general rule, all home-based coursework material shall be submitted electronically via Moodle. In some cases, lecturers may request students to submit home-based coursework physically. In such cases, coursework is to be handed in by 2 pm on the due date unless otherwise stipulated by the Institute. Students are advised to inform themselves on the official drop-off points at the Institutes for the physical copy of the coursework.*



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10.7.4. Where requested, the physical copy of the Coursework is to be handed in together with the Assessment and IV Front Sheet Form'. Coursework which is handed in without this form shall not normally be accepted and/or assessed.

10.7.5. Students who are unable to present the physical copy of the home-based coursework on the submission date due to a valid reason will be expected to:

- a) Inform the Institute administration by phone on the morning of the submission date and;
- b) Submit the assignment together with the relevant evidence (such as Medical Certificates if any) immediately upon their return to the institute.

10.7.6. In cases of prolonged illness or similar extenuating circumstance, or in cases where Students are aware in advance that they will miss the deadline for a valid reason, they are to inform the Institute Director or the relevant Deputy Director prior to the submission date and request an extension (refer to section 10.10 ') The Director, or the relevant Deputy Director are to inform the lecturer/s concerned accordingly.

10.7.7. Late work, for which the student did not submit a request through the extenuating circumstances process, shall not be accepted and shall not be assessed. In such cases, Students would have forfeited the respective marks and the assessor's feedback.

10.8. Successful Completion of Coursework

10.8.1. For each coursework assigned to the Student, the assessor shall provide feedback on the Student's performance as well as the total marks achieved.

10.8.2. The total mark for each unit is calculated by summing up all the marks obtained in (all) the respective assessments set for each unit.

10.8.3. At the end of each Unit of study for programmes up to EQF/MQF Level 3, Students will be awarded a grade which reflects the total mark obtained in accordance to the table provided below:

Unit Award Grades MQF/EQF 1 – 3	
% Mark	Award Grades
90 - 100	A*
80 – 89	A
70 – 79	B
60 – 69	C
50 – 59	D
< 50	Unclassified (U)
40 – 49	Compensatory Pass (Refer to section 12.2 for applicable terms and conditions)



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10.8.5. In the case of all part-time accredited courses (Awards only), the following grading scheme applies:

Unit Award Grades – Part-Time Awards	
% Mark	Classification
90 - 100	A*
80 - 89	A
70 - 79	B
60 - 69	C
50 - 59	D
< 50	Unclassified (U)
40 - 49	Compensatory Pass (Refer to section 12.2 for applicable terms and conditions)

10.8.6. If Students fail to submit one of the assessments set, they may attempt the remaining assessments (for the respective Unit). However, the maximum mark that may be achieved for the respective Unit is 59 % (Grade D).

10.9. Unsuccessful Completion of Coursework and Non-Submission of Integrated Assignments

10.9.1. Synoptic Assessment and Eligibility

10.9.1.1. Following the submission of all the unit coursework and its subsequent assessment, Students shall be assigned marks for each task. In cases when the overall minimum of 50 % is not achieved, the Student shall be considered to have failed the Unit but shall however be eligible to sit / attempt a synoptic assessment of that failed unit **on one occasion only**.

10.9.1.2. Students who **attempt none of the assessment(s)** for a specific unit **shall not be eligible for the synoptic**, unless otherwise indicated in the specific unit of study, for example in cases where the student is required to attempt all assignments for the unit of study with a minimum pass mark for the assignment (s). Moreover, in order to be allowed to sit for any Synoptic assessments, students need to fulfil the attendance regulations listed in par 9.3 (namely 9.3.2) or as indicated in the specific assessment strategy of the unit of study

10.9.1.3. Students will be notified by their respective Institute that they are eligible to sit for the synoptic assessment of that particular unit. Students who opt to formally appeal the result of an assessment will not have the result of that assessment changed until the successful hearing of the appeal. For this reason, Students concerned are to continue with all ongoing activities (such as sitting for synoptic sessions) under the assumption that their assessment result may not change. If in the event of a successful appeal the initial assessment result has been amended, the Students may seek to declare the subsequent synoptic results null and void and retain the earlier result. This may happen if an appeal takes place at a later date than the synoptic assessment.

10.9.1.4. The following sub regulations exist for the synoptic assessment:



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The synoptic assessment:

- a) is normally held during the same academic period, but not later than the September following that period;*
- b) covers a cross-section of all the Learning Outcomes for the respective unit in question;*
- c) may also include practical tasks;*
- d) can be held as a time constrained assessment or through other assessment tools.*

*The **maximum mark** that may be obtained in any synoptic assessment is **59% (Grade D)**.*

If a Student does not achieve at least 50% in the synoptic assessment of the failed unit(s), the Student is considered to have failed the programme of study.

10.9.1.5. Students who fail a unit or a number of units after the synoptic assessment may be considered by the Board of Studies to repeat the outstanding units, with attendance, with the following cohort, assuming space on the course permitting and subject to same unit being delivered in the following cohort. In this case, the Student is still eligible for a synoptic assessment under the same conditions as above (with the new cohort).

10.9.1.6. The Board of Studies cannot guarantee that any of the units delivered during any one cohort period will feature again in the following cohort's programme or any subsequent programmes.

10.9.1.7. If a Student fails one or a limited number of units, and the programme of study is no longer in existence, the Registrar in liaison with the Education & Training Programmes Department and the Institute, may consider mapping the Students' successful units onto a similar programme of study, and allowing the Student to follow the unmapped units of this new programme in order to complete their studies. The Student, if successful would then graduate under the new programme of study.

10.9.2. Non-submission of Integrated Assignments

10.9.2.1. In case of integrated assessments where the coursework has embedded criteria from Key Skills subjects, if a Student does not submit one such coursework the grade for that particular Vocational Unit will be downgraded to 'D' and any embedded Key Skill subject that carries 25 marks and over in that particular assignment, will also be downgraded to 'D'. However, if the embedded Key Skill carries 24 marks or less, the Student will lose the marks allotted for the key skills criteria but the Key Skill unit grade will not be downgraded to 'D' for the non-submission of the vocational integrated coursework.

Reference Document:

- Doc 104: Request for Consideration of Extenuating Circumstances (TCA and non-TCA assessments).*
- Doc 188: College Academic Board Procedures.*

10.10. Assessment of Group Work

10.10.1. One or more of the learning outcomes of a Unit may be assessed through group work through assessment criteria. This shall be clearly stated in the Unit coursework front page.

10.10.2. Group coursework can help Students develop competencies in:



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- a) *Collaboration / teamwork*
- b) *Communication / listening*
- c) *Conflict management*
- d) *Leadership / project management*
- e) *Articulating and defending a position*
- f) *Negotiating ability*
- g) *Problem-solving.*

10.10.3. *Students need to be aware that group coursework presents a number of challenges, namely:*

- a) *Logistical challenges;*
- b) *Time coordination*
- c) *Lack of time to form strong group bonds*
- d) *Personality conflicts among group members*
- e) *Students who are happy to leave the work to others*
- f) *Students who want to take over the project themselves.*

10.10.4. *The way group coursework is structured shall make it possible for Lecturers to identify each individual's contribution in the work submitted for assessment.*

10.10.5. *A clear declaration stating the Students own claims to their contributions shall accompany the final work submitted. This shall be countersigned by all the co-authors to indicate that they are all in agreement with each candidate's claim. The assessor/s may still wish to verify claims through a viva voce and/or any supporting evidence.*

10.10.6. *If any form of credit will additionally be allocated for process (such as how well the team collaborated), this shall be stated in the coursework front page.*

10.10.7. *The instructions to the Students shall clearly explain:*

- a) *How groups will be formed, e.g., self-selecting or pre-assigned;*
- b) *The strategies that will be applied if Students drop out of groups (i.e. withdraw from the Unit);*
- c) *The minimum / maximum size of the group if groups are to be self-selecting;*
- d) *What groups should do if a member is not contributing;*
- e) *How groups will be managed, namely whether this will be Student led or if a group will be assigned a tutor in which case, the tutor must be clearly identified.*

10.10.8. *Irrespective of the nature of the work expected, individual contributions will be assessed separately and can be awarded different grades. Students will be held individually accountable for their contribution to the project.*

10.10.9. *Feedback (formative and summative) shall be made available to all group members.*

10.10.10. *For the purposes of transparency in assessment, when a Student/s in the group fail to obtain a pass mark for their own contribution, they shall be given a resit opportunity in line with existing regulations regarding resits. This shall be discussed openly in the presence of all team members and the additional work expected unequivocally agreed upon.*



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10.11. Request for Consideration of Extenuating Circumstances for Extension of the Submission Deadline of Take- Home Assignment (THA).

- 10.11.1. *THA Coursework submitted after the closing date shall not be assessed (no marks shall be allocated).*
- 10.11.2. *Students may request an extension in advance of the original THA coursework submission date only if the circumstances are deemed to be genuine and extenuating. In such a case, Students are required to fill in the Form referred to below requesting consideration of such circumstances.*

Reference Document:

- *Doc 106: Request Extension of Deadline or Rescheduling of Assessment Session Form*

- 10.11.3. *The filled-in Form (refer to Document 106) is to be submitted for consideration to the Senior Administrative Officer at least three (3) College days prior to the submission date deadline.*
- 10.11.4. *An extension shall only be granted if a Student can provide credible evidence of an extenuating circumstance which is considered as valid by the Director. An extenuating circumstance shall consist of the recording of one or more college-recognized, personal difficulties, which is/are supported by acceptable evidence. It is the responsibility of the Student to provide the necessary evidence to support such claims.*
- 10.11.5. *If the coursework needs to be submitted physically, the original Form is to be attached to the coursework and forwarded to the Institute Management. A copy of the Form will be kept by the Senior Administrative Officer in the Students personal file.*
- 10.11.6. *If a request for consideration of extenuating circumstance is made after the submission date, the request shall only be considered if the Students can prove that they were unable or, for valid reasons, unwilling, to disclose such information before.*
- 10.11.7. *If an extension is agreed:*
 - 10.11.7.1. *the Student shall normally be allowed an extension of the deadline for submission by not more than three (3) weeks. If this is not sufficient because of the circumstances, the Student shall be allowed to submit the coursework at the first practicable opportunity but not later than the end of the current academic year;*
 - 10.11.7.2. *the coursework will be assessed and marked without any sanctions/penalties.*
- 10.11.8. *When the reason brought forward is not considered sufficient to justify the request for extension of the submission date (and the assessment is not subsequently submitted by the submission date), the Student shall be deemed to have failed the assessment and shall receive a mark of zero (0).*



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10.12. Absence from Time Constrained Assessment (TCA)

10.12.1. *In the case of absence from a TCA, where the student does not have any valid extenuating circumstances for missing the TCA, the student shall not be given any further opportunity to sit for the TCA. If the student fails to obtain a pass grade (50% or over) for the unit in question, the student shall have the opportunity to sit for the synoptic of that unit, with the **final grade capped at a pass.***

In the case of absence from a TCA, where the student provides evidence of valid extenuating circumstances for missing the TCA, the student shall be allowed to sit for just a part of the synoptic that relates to the Learning Outcome/s or Grading Criteria of that missed TCA. This may be carried out irrespective of whether the student would have achieved a pass grade or not in the remaining assessments for the unit concerned. The marks for the remaining assessments of that unit will be carried forward and added to this partial synoptic mark to provide a final grade that shall not be capped, provided that the Student attempts the synoptic. If the student fails to obtain a final pass grade in the unit concerned section 12.2 'Compensatory Pass' applies.

10.12.2. *In highly exceptional cases where the student would have missed a number of TCA's due to valid extenuating circumstances, and failed in more than one unit following partial synoptic sits, the student's case shall be referred to the Institute Board of Studies (BOS) for moderation. The BOS shall review these exceptional situations on a case-by-case basis, evaluating the student's general performance, attendance records and critical nature of the units, and shall provide a final direction to the student that may include further synoptic or additional compensatory passes for these marginally failed units. Refer also to Appendix 2*

10.12.3. *Note re use of Doc 106 Request Extension of Deadline or Rescheduling of Assessment Session Form*

Students who due to extenuating circumstances (including illness) absent themselves from a Time Constrained Assignment (TCA) are required to fill-in the Form referred to below.

The filled-in and stamped form (Doc 106) is to be submitted together with the NI Certificate (blue form)) or in the case of absence due to Covid-19, proof of a positive Covid-19 Swab test to the Institute Administration on the first day as soon as student returns to the College.

Students are advised to keep a copy of all documents submitted to the Institute administration.

Reference Document:

- Doc 106: Request Extension of Deadline or Rescheduling of Assessment Session Form

10.13. Assessment Feedback

10.13.1. *Individual feedback by the Lecturer shall be given to Students:*

- on the College's official "Assessment and IV Front Sheet" in the case of assessments submitted in hard copy format;*
- via Moodle in the case of assessments submitted electronically in soft copy format*

10.13.2. *The Lecturer's feedback shall, as a minimum, state what has been achieved or not achieved and possible areas for development and/or improvement.*



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10.13.3. *Assessed work (which was submitted for assessment in printed/hard copy format) shall normally be returned to the Students following the completion of the study unit/s. Irrespective of when assessed work is returned to the Students to keep, students will still be provided with written and verbal feedback as follows:*

- *Written feedback shall be provided to students on the assessment front sheet or via Moodle, depending on the format in which the assessed work was submitted (par 10.2.5 refers)*
- *Verbal feedback shall be given during an individual or group/class session immediately after the internal verification of assessment decisions is carried out (refer to section 10.15 below).*

Reference Document:

- *Doc 076 Assessment and Iv Front Sheet Individual Criteria (Class Based Assessments)*
- *Doc 079 Assessment and Iv Front Sheet Grouped Criteria (Class Based Assessments)*
- *Doc 223 Id-Dokument tal-Assessjar u l-Verifikazzjoni Interna Kriterji-Maghquda (Hidmiet Fil-Klassi)*
- *Doc 224 Id-Dokument tal-Assessjar u l-Verifikazzjoni-Interna Kriterji-Individwali (Hidmiet Fil-Klassi)*

10.14. Academic Appeals

10.14.1. *Upon being notified of the result of an assessment, a Students who wish to contest the assessment decision is encouraged to seek an appointment with the Lecturer in charge, in an endeavour to resolve the matter satisfactorily and amicably. Such Students shall be entitled to see and discuss the marked exam script or assessed work with the Lecturer concerned.*

10.14.2. *If, following the meeting with the assessor, the Students are still not satisfied with the outcome; they may lodge a formal appeal against the assessment decision. For such purposes, the Student shall fill in the Assessment Appeals Form referenced to below and submit it to the Institute Director within 10 college days from the first time of being notified of the result of the assessment.*

10.14.3. *The Appeals Board procedure is explained in full in Doc 188 referenced below.*

Reference Document:

- *Doc 188: Academic and Disciplinary College Board Procedures*
- *Doc 292: Assessment / Examination Result Appeals Form.*

10.15. Record of Work

10.15.1. *For all written coursework, it is the Students' responsibility to make and retain a copy of their work before submission. No claims shall be accepted or considered if the Students' copy of the written work is not made available in the event of a request arising for any reason and/or necessary verifications.*



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10.15.2. *In those instances, where practical work is to be submitted for assessment, Students shall keep an appropriate photographic record of the work they submit for assessment. No claims shall be accepted or considered if the Students' photographic records are not made available in the event of a request arising for any reason and/or necessary verifications.*

10.16. Students Work

10.16.1. *Student work means original course work created specifically by a student for assessment purposes and belonging to a student registered in any MCAST course. This work can take any form, such as and not limited to assignments, products, and projects that students complete to demonstrate learning, which can also include research papers, essays, lab results, presentations, tests, videos, paintings, drawings, sculptures, garments, compositions, productions, designs, models etc. presented and/or documented in digital and/or physical format.*

10.16.2. *Unless otherwise specifically agreed to, the College holds the right to keep and/or exhibit student work up to one year after the end of the course academic year during which such work was produced.*

10.16.3. *The College shall have discretionary powers to determine when one or more such work may be returned to the Student.*

10.16.4. *Students who would like to collect their work are to communicate their request to the lecturer before the end of each academic year. Lecturers shall return the Student's work provided that:*

- *the work has not been identified for keeping by the Institute or the College as per 10.16.2. Should this be the case, students will be notified accordingly;*
- *no official College processes, such as, and not limited to, cases of appeals or discipline (IDB) are in progress.*

10.16.5. *Student work which is unclaimed and uncollected (by the end of September) shall be considered as abandoned and can be disposed of by the College without further notice.*

10.16.6. *Work submitted by students that is not clearly labelled with the student's full name and course/unit can be disposed of without notice.*

10.16.7. *Students who resign or are expelled from their course, or who have their records closed-off due to lack of attendance, must collect their work before they stop attending or within a timeframe given to them by the College. Unclaimed works of resigning, expelled, and/or students who have their records closed-off can be disposed of within one month from the date of their resignation, expulsion, or closing-off record.*

10.17. Internal Verification

10.17.1. *All coursework tasks and a sample of Student works shall be verified by the Internal Verifier (IV). The latter shall ensure that all established programme requirements and documentation are in place and in line with approved practice. Internal Verifiers shall also ensure that assessors shall be able to make sound professional judgements.*



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10.17.2. *The Internal Verifier shall also ensure that the assessor's decisions are accurate, fair and consistent and the written feedback is supportive and encouraging further achievement and improvement.*

The Internal Verification Process is explained in full in the document referred below.

Reference Document

- Doc 086: Internal Verification Procedure

11. WORK BASED LEARNING

11.1. *MCAST offers three modalities of Work Based Learning i.e. vocational competence unit, apprenticeships, and placements. The modality of work-based learning offered depends on the MQF level, course and industry requirements.*

11.2. ***Paid apprenticeship:*** *An apprenticeship is a scheme in which apprentices are engaged on joint programmes of school-based learning at a licensed VET provider, and work-based learning with a registered sponsor, for a holistic hands-on and practical approach leading to a recognised vocational qualification or award. The apprentice receives remuneration for the work-based learning portion of the apprenticeship, which is established at minimum wage rate of pay for the hours spent at the workplace.*

11.3. ***Paid or unpaid internship:*** *Internships are schemes in which interns are engaged in a joint programme of school-based learning at a licensed VET provider, and work-based learning with a registered sponsor, leading to a recognised vocational or professional qualification or award. Training programmes at these levels may still take the form of Apprenticeships as described in the Work-based Learning Act.*

11.4. ***Paid or unpaid work-placement:*** *Work placements are schemes in which learners are engaged with a registered sponsor for a limited number of hours to gain basic work experience and skills leading to a vocational qualification or an award. The learner may or may not receive remuneration for the work-based learning portion of the work-placement. Training programmes at these levels may still take the form of Apprenticeships as described in the Work-based Learning Act.*

11.5. *The normal prerequisite for taking up a placement at work locally or abroad, for example, in connection with a mobility action, is the successful completion of all modules related to that placement taken in the previous stages.*

11.6. *All hours of Work-Based Learning are mandatory. Any unauthorized absence for such hours will result in the determination of sanctions as applicable (refer to par 9.3)*

Reference Document

Doc 355 : Work based Learning Policy and Procedure



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12. PROGRESSION, CONTINUATION, COMPENSATORY PASS, CERTIFICATION AND DURATION OF PROGRAMME, COURSE EXIT POINT

12.1. Progression and Continuation

12.1.1. To progress from Level 1 to Level 2, Students need to achieve all credits assigned to the Level 1 course.

12.1.2. In the event that a Level 1 Student fails to achieve all credits assigned to the Level 1 course, they may retake the Initial Assessment Test and if successful may progress to Level 2. In such cases, full Level 1 certification will not be awarded while a transcript for all successfully completed Level 1 units shall be issued.

12.1.3. To progress from Level 2 to Level 3, Students need to obtain a minimum of 30 out of 60 credits. Specific (mandatory) credit requirements may apply according to the specific programme of study.

12.1.4. In the case of MQF level 3 Full-time programmes spanning across 2 academic years, continuation from Level 3 year 1 to Level 3 year 2 shall be automatic for Students who:

- have not failed in more than 3 units in the first year;
- Have attended a minimum of 70% of the course total hours (refer to par 9.3 for details).

12.1.5. To progress from Level 3 to Level 4 Students need to obtain the full 60 credits.

12.1.6. All students who successfully complete an MQF Level 3 MCAST programme of studies will be eligible to progress to any MQF Level 4 MCAST programme, provided that they fulfil any applicable compulsory entry requirements.

12.1.7. Cases which involve applicants in possession of qualifications not as listed in the compulsory entry requirements section need to go through the Admissions Board process in view of the technical recommendation required.'

12.1.8. In the case of Students progressing from Level 3 to Level 4 only, *who fail to successfully complete a unit / units, the Students will have the opportunity to:*

- a) Either repeat the failed unit/s with attendance at the end of the programme or repeat an academic year (with attendance), or;*
- b) Repeat without attendance (only) one of the failed units during the (next) academic year.*

12.1.9. *Para 12.1.6 (b) is subject to the conditions that:*

- a) The student has fulfilled the attendance requirements stipulated in par 9.3.*
- b) The student has attended more than 70% of the unit contact hours.*
- c) The Unit does not have more than 12 ECTS workload.*



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- d) *The unit is not a 'Vocational Competence' (accredited work based learning) unit, where applicable.*
- e) *The student is required to formally inform the Institute Director and Registrar of the decision via the 'Request for Attempting Repeat Unit without Attendance Form' (Doc 266). Approval of this request is subject to discretion by the Institute Director on the basis of the nature of the unit, the nature of the unit assessment and the autonomy of the student.*
- f) *The Director may set specific conditions to the student depending on the nature of the unit delivery and assessment mode.*
- g) *The Student is obliged to attempt all assessments of the unit and may be requested to attend any specific lectures or practical as instructed by the lecturer.*
- h) *The Student re-enrolls (for the unit that is to be repeated without attendance).*
- i) *The opportunity to repeat a unit without attendance may be availed of by the Student only once per year, and in case of failure when repeating this unit (without attendance), the student is obliged to then follow the unit with attendance in a subsequent year.*

The above conditions would be agreed upon by the student with the Director of Institute (or Deputy Director of Institute) and recorded in the appropriate Form (Doc 266).

Reference Document

- Doc 266: Request for Attempting Repeat Unit Without Attendance

12.1.10. Students who are unsuccessful may re-apply to repeat the failed unit/s the following year.

12.2. Compensatory Pass

12.2.1. A Student is eligible for a Compensatory Pass if the following conditions are met:

- a) *The Student has obtained between 40 and 49 % (Both marks included) in a unit* of six ECTS' or less;*
- b) *The Student has fulfilled the attendance regulations listed in par 9.3 (above),*
- c) *The Student has not claimed a 'Compensatory Pass' in any other unit throughout the programme award/qualification;*
- d) *The unit is not a Core unit (refer to definition 4.5) where applicable;*
- e) *The unit is not a Work-Based Learning Unit (i.e. Vocational Competence Unit; Placement Unit; Internship Unit) which has been assigned workload (credits) within the course structure*
- f) *In the case of an Award (refer to definition 4.4), the ECTS of the Unit being claimed for a Compensatory Pass, does not exceed 10% of its total ECTS workload. For Example for an Award with a workload of 48 ECTS, the unit being claimed for a Compensatory Pass cannot exceed a workload of 4.8 ECTS, hence 5 ECTS rounded up.*



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12.2.2. *In the case of programmes spanning over more than one academic year, the request for a unit to be granted a Compensatory Pass can be formally made at the end of any academic year.*

12.2.3. *It is highly recommended that students wait until the end of the final year of their programme of study in order to decide whether or not to claim a unit as a Compensatory Pass. The choice for a Compensatory Pass is an important one that should not be taken lightly, especially since it cannot be reversed. Having experienced all the units within the qualification will ensure that students make a truly well informed decision.*

12.2.4. *In cases where students opt to request, and are granted, a Compensatory Pass before the final academic year, the students are to note that;*

- *by requesting a Compensatory Pass students would be forfeiting their right to repeat the failed unit with, or without, attendance;*
- *only one Compensatory Pass can be claimed per qualification;*
- *once a Compensatory Pass is granted, students cannot request for the decision to be reversed.*

12.2.5. *Students who were admitted (during 2021/22) with conditional entry requirements with the condition to either pass the failed (MATSEC) subject or pass all the 1st year MCAST units of study are not eligible for a CP in their first year of study. These students will be eligible for a CP during the remaining academic years, provided that they satisfied the conditions of their registration during the first year.*

12.2.6. *The best mark obtained (i.e. sum of marks from ongoing assessment OR synoptic mark from current or previous years in the case of repeating students) is to be taken into consideration when determining student's eligibility for a compensatory pass*

12.2.7. *Students who do not qualify for a compensatory pass are to discuss their options with their respective Institute Director/Deputy Director.*

12.2.8. *All claims by students for consideration of a Compensatory Pass are to be submitted by the student on the document indicated below and signed by both the student and the Institute Director/Deputy Director.*

12.2.9. *Students following Preventive classes are eligible for a Compensatory Pass.*

Reference Document

- Doc 110: Request for Consideration of Compensatory pass

12.3. Certification

12.3.1. *The total mark for the programme is calculated by summing up all the marks obtained in (all) the respective Units.*



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The final percentage mark achieved by the Student for the programme of study is worked out by calculating the overall average mark achieved in all the units of the programme of study.

For a Student to successfully complete the programme of study and hence be eligible for a qualification, they must achieve a minimum mark of 50% for each unit within the programme of study, except in the case of a unit that is awarded as a Compensatory Pass (Refer to paragraph 12.2).

Candidates who successfully complete the full requirements of a programme of study will be awarded the level appropriate full MCAST certification.

12.3.2. Candidates who fail to complete the full requirements of a programme of study shall be issued a transcript of their academic record.

12.4. Programme Duration

12.4.1. The duration of a programme of study at MQF Level 1 and 2 shall not exceed three (3) years and MQF Level 3 four (4) years from date of commencement to date of conclusion.

In the event that a Student has suspended/interrupted studies and requests to resume with a timing that exceeds the above, the Student shall require a confirmation from the Office of the Registrar that there is an adequate correlation between units already achieved by the student and the remaining units that make up the programme.

If this mapping exercise does not show an adequate correlation, the Registrar may opt to guide the Student through an RPL process that will allow them to use the programme components obtained so far to enter, at a suitable level, into a new, comparable programme.

13. STUDENT SUPPORT SERVICES

13.1. Students with Disabilities, Medical Conditions and/or Learning Difficulties

13.1.1. Access arrangements are coordinated by the Inclusive Education Unit (IEU) and Students are thus required to formally apply for such an entitlement. The application must be accompanied by all the required supporting evidence as per procedure referred below.

13.1.2. Failure to report known medical/psychological conditions or any related changes to the IEU is considered to be an act of negligence which may work against the Student and may result in access arrangements and entitlements not being granted.

13.1.3. The Student, parent/s or guardian/s (if the Student is under 18 years of age) are additionally responsible for keeping the College informed of all medical/psychological conditions or any related changes and for providing the proper medical/psychological documentation updates, specifically stating the ability and/or inability of the Student to continue with their vocational training.



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Reference Document:

- Doc 253: IEU Registration Procedure
- Doc 265: Application for IEU Registration

13.2. Learning Resources

13.2.1. The College encourages Students to make use of the Library and Learning Resource Centre (LLRC)

13.2.2. The rules and regulations pertaining to the LLRC are prescribed in the document referenced below.

Reference Document:

- Doc 041: Library and Learning Resources Centre Regulations.



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APPENDIX 1: SKILLS KITS REGULATIONS

1. Structure

Each Skills Kit carries one Credit (ECTS / Credit) and consists of about 20 contact hours. Typically, the year is divided into three terms. At the beginning of each term, the Student registers for a number of Skills Kits which cannot exceed 10 Skills Kits per term, i.e. not more than 30 Skills Kits over an academic year.

There is no restriction on the duration of the course as the student can spread out the Skills Kits over a number of years.

2. Assessment

There are no synoptic assessments or resits for the Skills Kits. If a student fails a Skills Kit, the student would need to repeat that particular Skills Kit and successfully complete its assessment in order to be certified accordingly.

3. Certification

Students are certified for each Skills Kit they are successful in. On successful completion of 30 Skills Kits, the MCAST Introductory Skills Certificate at Level 1 is obtained.

4. Progression

Students are eligible to progress to Level 2 if they successfully complete at least 30 Skills Kits which must include 6 Skills Kits from Employability Skills, 6 Skills Kits from Personal Skills and 3 Skills Kits which target English, Maltese and Maths.

5. General Regulations

The following general regulations (as described in main document) apply to Students registered on Skills Kits programmes;

Paragraph 1: Purpose of document

Paragraph 2: Applicability of regulation

Paragraph 3: Updating and dissemination of regulation

Paragraph 4: Definitions

Paragraph 6.1: General programme information

Paragraph 5: Student behaviour, academic conduct and reporting of grievances.

Paragraph 7: Academic year

Paragraph 8 Programme delivery

Paragraph 9: Attendance regulations

Paragraph 10: Continuous assessment, excluding 10.1.5 to 10.1.8, 10.6.4, 10.7 and 10.10

Paragraph 13: Student Support Services



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APPENDIX 2: MISSED TIME CONSTRAINED ASSIGNMENT PROCESS FLOW CHART

