



**MCAST**

**MQF/ EQF Level 1**

**MV1-02-21  
MV1-02-21G**

**Introductory Certificate in Construction Engineering**

**Course Specification**

## **Course Description**

This programme of study provides an opportunity for prospective learners in possession of the Secondary School Certificate and Profile (SSC&P), to experience and train in the basic skills related to the Construction industry. It presents learners with an opportunity to have extensive vocational hands-on practice in various sectors. The course includes practical hands-on experience in woodwork, plumbing, sheet-metal, bench-fitting, electrical and trowel practical exercises. The course includes a significant key skills component that will help learners improve their communication, literacy and numeracy skills. IT and Individual and Social Responsibility sessions are also part of the key skills component.

## **Programme Learning Outcomes**

At the end of the programme the students is able to

1. *Safely perform routine workshop practices when using a range of hand tools.*
2. *Follow instructions on how to mark simple templates.*
3. *Follow instructions to produce simple projects using various materials.*
4. *Read and interpret drawings that require simple numerical calculations.*

## **Entry Requirements**

Finished Compulsory Education

Initial Assessment Tests (as may be applicable)

## Key Information

Awarding Body - MCAST

Accreditation Status - Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1<sup>st</sup> schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor <sup>23</sup> /Bachelor (Hons.) <sup>24</sup> First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme <sup>25</sup>	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme <sup>26</sup>	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme <sup>27</sup>	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme <sup>28</sup>	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme <sup>29</sup>	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report*, 4<sup>th</sup> Edition. NCFHE.

Total number of Hours: 1000 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 1 Year

Target audience for MCAST full-time courses is 16 to 65+

Target group: Learners who have completed compulsory education.

The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.

This course will be offered at

MCAST has four campuses as follows:

**MCAST Main Campus**

Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

**Institute for the Creative Arts**

Mosta Campus

Misraħ Għonoq Targa Gap,

Mosta

**Institute of Applied Sciences,  
Centre of Agriculture, Aquatics and Animal Sciences,  
Luqa Road, Qormi**

**Gozo Campus**

J.F. De Chambray Street

MCAST, Għajnsielem

Gozo

### Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. 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.

Grading criteria are 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.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

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

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <https://www.mcast.edu.mt/college-documents/>

The Programme Regulations referenced below apply. (DOC 003 available at: link <https://www.mcast.edu.mt/college-documents/>)

### Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 - 10 hrs	25 hrs	20-15 hrs*
2	10 - 20 hrs	50 hrs	40-30 hrs*
3	15 - 30 hrs	75 hrs	60-45 hrs*
4	20 - 40 hrs	100 hrs	80-60 hrs*
6	30 - 60 hrs	150 Hrs	120-90 hrs*
9	45 - 90 hrs	225 hrs	180-135 hrs*
12	60 - 120 hrs	300 hrs	240-180 hrs*

\* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

### Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus

assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:

A\* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 003 available at: link <https://www.mcast.edu.mt/college-documents/>

### Intake Dates

- MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
- Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
- For exact dates re calls for applications please follow this link <https://www.mcast.edu.mt/online-applications-2/>

### Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit <https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/>.

**Method of Application**

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation through an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and join the course applied for. For further information re study-visa please access <https://www.identitymalta.com/unit/central-visa-unit/>.

For access to instructions on how to apply online please visit <https://www.mcast.edu.mt/online-applications-2/>

**Contact details for requesting further information about future learning opportunities:**

**MCAST Career Guidance**

Tel: 2398 7135/6

Email: [career.guidance@mcast.edu.mt](mailto:career.guidance@mcast.edu.mt)



**Current Approved Programme Structure**

<b>Unit Code</b>	<b>Unit Title</b>	<b>ECTS</b>	<b>Semester</b>
ETTRD-106-1503	Building and Wood Trades	6	Year
ETTRD-106-1504	Building Services-Electrical, Plumbing and Sheet Metal	6	Year
CDKSK-105-1926	Mathematics	5	Year
CDKSK-105-1927	English	5	Year
CDKSK-105-1928	Malti	5	Year
CDKSK-105-2106	Information Technology	5	Year
CDKSK-103-2101	Community Social Responsibility	3	Year
CDKSK-105-1930	Science	5	Year
<b>Total ECTS</b>		<b>40</b>	<b>/</b>

## **ETTRD-106-1503: Building and Wood Trades**

**Unit level (MQF/EQF): 1**

**Credits: 6**

**Delivery Mode: Face to Face**

**Total Learning Hours: 150**

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### **Unit Description**

This unit provides learners who wish to study building and wood trade with basic general knowledge, experience and skills training. Learners will become familiar with: the materials and processes that are usually employed the construction industry today. Learners will learn about tools and gain skills related to building and woodwork while understanding the basic concepts of health and Safety and the need for personal protection at the place of work. Students will learn on different types of structures, principles of traditional and contemporary work in building and woodwork, as well as literature that helps learners complete their knowledge.

Lecturers will share with learners their work experience, such as job-ready skills, introduce them with jobs in demand on the market, as well as helping learners estimate the cost for their work. This experience can be applied to practical routine situations and in safe conditions with the help of professionals.

This unit design is embedded within a numeracy and literacy skill enhancement programme within a vocational framework.

### **Learning Outcomes**

**Upon completion of this unit the learner will be able to:**

- 1. Understand the underpinning principles of trowel trades and their importance in the building industry.*
- 2. Understand the underpinning principles of woodwork trades and their importance in the construction industry.*
- 3. Know how to deal with hazards, health risks and precaution measures associated to the building construction and woodwork industry.*

## **ETTRD-106-1504 : Building Services-Electrical, Plumbing and Sheet Metal**

**Unit level (MQF/EQF):1**

**Credits: 6**

**Delivery Mode: Face to face/ practical**

**Total Learning Hours: 150**

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### **Unit Description**

Learners will acquire basic knowledge about building services with special reference to Electrical, Plumbing and Sheet metal works by using theory and practical experience in the workshop. Special attention is given to the basic principles of handling tools, familiarisation of processes, materials and principles of safety procedures.

Electrical, Plumbing and Sheet metal works are trades require the development of skills in the use of hand tools, measuring instruments and the knowledge of basic power tools. Learners will gain knowledge about workplace communication, occupational health and safety, quality procedures, systems and planning.

The unit also comprises the use of different fixings, fixtures and installation processes. This unit design is embedded within a numeracy and literacy skill enhancement programme within a vocational framework.

### **Learning Outcomes**

**Upon completion of this unit the learner will be able to:**

- 1. Understand the underpinning principles of the Electrical trade and its importance in the construction industry;*
- 2. Understand the underpinning principles of the Plumbing trade and its importance in the construction industry;*
- 3. Understand the underpinning principles of Sheet metal work trade and its importance in the construction industry;*
- 4. Deal with Hazards, health risks and precaution measures associated to Electrical, Plumbing and sheet metal work.*

## Unit: CDKSK-105-1926: Mathematics

**Unit Level (MQF/EQF): 1**

**Credits: 5**

**Delivery Mode: Fully Face-to-Face Learning**

**Total Learning Hours: 125**

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### Unit Description

The aim of this unit is to help the student to develop basic numeracy skills. It will enable and motivate the student to use basic mathematical knowledge to solve problems encountered in real-life situations. By the end of this unit, students will be able to use simple mathematical language to validate the solutions given to everyday problems. These problems will involve:

- (a) simple numerical calculations,
- (b) extraction and interpretation of data from statistical tables and charts,
- (c) communication in graphical form,
- (d) classification of flat shapes and solids.

### Learning Outcomes

**On completion of this unit the learner will be able to:**

1. *Carry out simple numerical calculations with the use of a scientific calculator;*
2. *Give simple tabular and graphical representations of data;*
3. *Read and use units of measure;*
4. *Classify, draw and work with simple shapes and objects.*

## **Unit: CDKSK-105-1927: English**

**Unit Level (MQF/EQF): 1**

**Credits: 5**

**Delivery Mode: Fully Face-to-Face**

**Total Learning Hours: 125**

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### **Unit Description**

This unit covers the four skills of the English language at MQF Level 1. By the end of the academic year, learners will have achieved exit-point at said Level 1.

This unit is internally assessed and verified. Assessment is carried out through assignments based on the Learning Outcomes below.

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Listen to and understand simple utterances delivered slowly and clearly articulated;*
- 2. Speak and communicate using functional English language used in everyday social and work environments;*
- 3. Read level-appropriate texts for practical purposes;*
- 4. Write level-appropriate texts for practical purposes.*

## Unit: CDKSK-105-1928: Malti

Il-Livell tal-Unità: (MQF/EQF): 1

L-Għadd ta' Kreditu: 5

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 125

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### Ir-Razzjonal

Fil-kors preliminari tal-Ewwel Livell tal-Kulleġġ Malti tal-Arti, ix-Xjenza u t-Teknoloġija, l-ilsien Malti jintgħallem biex l-istudenti:

1. ikunu kapaċi jużawh biex jikkomunikaw u jirrelataw man-nies ta' madwarhom;
2. ikunu kapaċi jesprimu ħsushom, ħsibijiethom u xewqathom bil-fomm u bil-kitba;
3. jagħrfu l-aħjar mod li bih jitgħallmu u jisfruttaw il-potenzjal tagħhom;
4. jizviluppaw il-ħiliet meħtieġa biex isiru persuni indipendenti, responsabbli u intraprenditorjali;
5. jikkomunikaw fl-oqsma vokazzjonali tagħhom.

### L-Għanijiet tat-Tagħlim

Biex l-istudenti jiksbu din l-unità jridu juru li kapaċi:

1. *jifhmu xi jkun qed jintqalilhom u jwasslu messaġġi bil-Malti;*
2. *jiksbu l-ħila li jikkellmu b'Malti tajjeb dwar ħwejjeġ ta' kuljum u l-qasam vokazzjonali;*
3. *jiksbu l-ħila li jaqraw testi qosra mibnija b'sentenzi sempliċi u jifhmuhom;*
4. *jiktbu b' Malti tajjeb kitbiet qosra u sempliċi skont ir-regoli tal-ortografija u s-sintassi.*

## **Unit: CDKSK-105-1930: Science**

**Unit Level (MQF/EQF): 1**

**Credits: 5**

**Delivery Mode: Fully Face-to-Face**

**Total Learning Hours: 125**

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### **Unit Description**

The word science comes from the Latin word "scientia," which means knowledge, hence according to Webster's New Collegiate Dictionary, the definition of science is *"knowledge attained through study or practice,"* or *"knowledge covering general truths of the operation of general laws, esp. as obtained and tested through scientific method [and] concerned with the physical world."*

This means that science refers to a system of acquiring knowledge which uses observation and experimentation to describe and explain natural phenomena. Therefore, the purpose of science is to produce useful models of reality.

There are 2 fields of science which are: the natural science, which is the study of the natural world, and the social sciences, which is the study of human behavior and society.

In this Level 1 key skill, learners will become familiar with the field of natural sciences. Learners will be covering topics from 3 different areas, which are: the living world, the physical world and the world of technology.

Learners will become familiar with living and non-living things, the 7 vital functions, group objects found in the natural environment according to whether they are living or non-living as well as the diversity of life. Hence, learners will be able to distinguish between plants and animals in terms of their physical characteristics, observe and group simple animals into different vertebrate groups according to their characteristics. In addition, learners will also be able to describe how animals depend on plants for their

survival as well as demonstrate an awareness of the interaction between plants and animals in a given environment.

Learners will also study the human life, that is; the body structure, knowledge of and the position of the main body organs and their function. This would lead to recognising the importance of physical health and the importance of healthy food, clean water and unpolluted air, the importance of a balanced diet and regular exercise as well as the harmful effects of drugs, alcohol and smoking.

With regards to the physical world learners will become familiar with matter and the 3 different states of matter, the knowledge about the materials that are used in everyday life, the basic physical properties including colour, hardness, odour, taste, solubility and electrical conductivity. Learners will also understand the properties and uses of natural materials e.g. wood, limestone; group objects used in everyday life based on their state of matter and physical properties.

Furthermore, learners will increase their awareness about local environmental issues including energy sources and waste management. Learners will become familiar with basic laboratory equipment, and the effect of friction in everyday life including situations where friction is useful and others where friction is unwanted, and situations where lubrication is used to reduce friction. Learners will be exposed to health and safety issues including ways of reducing exposure to threats to health, increasing the body's resistance to disease and minimising the bad effects of disease including the need of hygiene and inoculations to prevent disease; recognising situation of risk to safety in a particular environment and describing how to avoid accidents.

Via an investigation related to their area of study, as part of the last learning outcome, learners will be encouraged to think, ask questions and develop basic scientific skills including predicting the outcome/s, carrying out simple measurements, collecting and interpreting data. They will also be able to work on their communication skills by being provided with the opportunity to communicate their findings to their colleagues.

## **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Classify objects in the natural environment;*
- 2. Use simple scientific terms related to basic scientific facts;*
- 3. Understand the important role that science plays in everyday life;*
- 4. Develop personal basic scientific skills.*



## **Unit: CDKSK-105-2106: Information Technology**

**Unit Level (MQF/EQF): 1**

**Credits: 5**

**Delivery Mode: Fully Face-to-Face Learning**

**Total Learning Hours: 125**

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### **Unit Description**

This unit is made up of a number of competences including the competence to use personal computers; the competence to manage efficiently a personal computer; the competence to operate effectively within the operating system and the competence to make productive, creative, and efficient use of the main office application software packages: word processing software, presentation software, web-browsing software & e-mail management software. Special attention is also given to the security aspects when using the internet and related services.

This unit is designed to ensure that learners are not only taught the knowledge and skills associated with productive, creative, and effective use of personal computers but should be given sufficient opportunities to find, exchange and share information. This should also ensure that learners develop the proper and correct attitudes associated with the use of information and ICT.

This unit should guide the learners to have a broad understanding of how ICT can help their learning, their work, and their social life. Learners will start to develop the ability to decide when and how to use ICT and be aware of the limitations associated with this use.

## Learning Outcomes

On completion of this unit the learner will be able to:

1. *Demonstrate basic use of an operating system and file management.*
2. *Carry out simple tasks associated with a word processing application.*
3. *Use presentation software to develop basic presentations.*
4. *Browse the Internet and communicate using electronic communication.*
5. *Use the main concepts underlying secure ICT practices in daily life.*

## **Unit: CDKSK-103-2101: Community Social Responsibility**

**Unit Level (MQF/EQF): 1**

**Credits: 3**

**Delivery Mode: Fully Face-to-Face Learning**

**Total Learning Hours: 75**

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### **Unit Description**

This key skill presents the opportunity for MQF level 1 learners to explore their individual self and their social environment. Learners will become familiar with and understand different aspects of their personal self as well as become familiar and grasp different life skills that would empower them to become active members in society. Whilst becoming more aware of themselves, learners will have the possibility to further explore their surroundings and understand their relation and responsibility towards others. The learners will also be presented with basic tools and techniques, which will empower them in developing basic organisational skills. Through the completion of a compulsory community work experience, learners will recognise the benefits of self-management skills towards the acquisition of balance within one's lifestyle.

### **Learning Outcomes**

**On completion of this unit the learner will be able to:**

- 1. Identify the relation between basic personal traits and interests upon the development of the self.*
- 2. Identify opportunities for self-development within surrounding communities.*
- 3. Recognise adequate presentation and behaviour within different social contexts.*
- 4. Describe the experience acquired through a community work initiative.*