

Internal Quality Assurance Manual

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CONTENTS		PAGE
Internal Quality Assurance Policy		4
1	Introduction.....	4
2	Policy statement.....	4
3	Sustainability and probity.....	11
4	Internal Quality Assurance and the role of IQA.....	11
4.1	Internal Quality Assurance.....	11
4.2	The role of IQA.....	11
4.2.1	Planning, operating and evaluating internal assessment and quality systems.....	12
4.2.2	Planning.....	14
4.2.3	Internal Quality Assurance sampling.....	15
5	Referencing.....	15
6	IQA reporting.....	15
7	Interim sampling.....	17
7.1	Summative sampling.....	18
7.2	Sampling plan.....	18
7.3	Requirements of qualifications.....	19
7.4	Assessment issues.....	20
8	Supporting and developing lecturers/assessors.....	20
8.1	Continuing Professional Development.....	20
9	Assessor judgements.....	22
10	Standardisation.....	22
11	Monitoring and improving the quality of assessment practice.....	23
11.1	Monitoring assessment practice.....	24
11.2	Monitoring quality processes.....	25
11.3	Monitoring practice by sampling learners' work and portfolio evidence	26
11.4	Feedback to lecturers and assessors.....	26
12	Applying policies, procedures and legislation to meet external/regulatory requirements.....	27
13	Involvement of external stakeholders in quality assurance	30
14	Continuous Professional Development	31
15	Online and Blended Learning	31
16	Safeguarding the integrity, reliability and continuous availability of the technological infrastructure at Learning Works	31
17	Certification Process	33
18	Recruitment of Support and Administrative Staff	33
APPENDICES		29
A	Learning Works Corporate Structure.....	30
B	IQA Responsibilities within Learning Works	32
C	Policies and Procedures.....	45

Internal Quality Assurance Policy

1. INTRODUCTION

Learning Works is a subsidiary of Vassallo Builders Group Ltd (Vassallo Group) a group of companies set up in 1946.

Its mission is to provide high quality education and vocational training with the aim of helping learners identify educational and career goals, develop skills necessary to achieve intellectual and personal growth, excel in their studies or area of specialization enabling them to ultimately secure quality employment, career advancement and to reach their maximum potential.

The core values of the Vassallo Group, which are also espoused by the Learning Works are: *Excellence, Integrity, respect and innovation.*

Vassallo Group applies these values in all its operations including its training and educational arm, Learning Works. It is therefore imperative for the company to have the necessary set up not only to deliver high quality teaching but to ensure long-term sustainability of the whole operation.

Lecturers

2. POLICY STATEMENT

Learning Works operates an internal quality assurance system aimed at maintaining the consistency and accuracy of assessments.

Learning Works is committed to implementing effective processes of Quality Assurance in the conduction of all its courses. This is achieved through the implementation of policies and procedures which control the recruitment and registration of students, tutor development, teaching quality, assessment methods and awards. These policies and procedures form an integral part of this IQA manual. They are supported by a number of forms to collect data/information and create appropriate records where necessary. The maintenance, retention and archiving of student records at Learning Works are regulated by Policy and Procedures ref LWP16 (see appendices). This policy also guides Learning Works how to analyse and use any information collected in order to manage its programmes and activities in the best way possible for the ultimate benefit of its students.

By implementing effective quality assurance procedures Learning Works aims to retain a high standard in teaching, assessment and administration throughout the whole process thereby safeguarding its name and

reputation and any other institution the qualifications of which Learning Works may be offering, the lecturers and particularly the interest of the students themselves. The participation of administrative staff, academic staff and students in upholding and supporting the IQA system is actively encouraged through participation and open feedback as well as procedures for regular verification, appeals and complaints.

To ensure implementation and full compliance with all Quality Assurance policies and procedures, Learning Works has established a mechanism which kicks off once a new course of study is launched. This mechanism includes gathering of regular feedback from students and lecturers, random sampling of assignments to ensure that policies, particularly those related to academic fraud, are religiously followed, monitoring of attendance sheets, lectures and examinations or assessments.

This policy aims:

- To provide a continuous check on the consistency and quality of delivery and the consistency, quality and fairness of marking, grading and the overall assessment of the student's work.
- To meet and exceed the requirements placed upon us by the Malta Further and Higher Education Authority (MFHEA) and the awarding bodies.
- To ensure that valid assessment decisions are reached for all our students and that the MFHEA's Standards for Internal Quality Assurance are fully met.
- To support the teaching staff in their classroom, online or blended delivery by affording them the opportunity to receive critically supportive comment.
- To support academic staff in their assessment activities by affording them the opportunity to receive critically supportive comment on the assessment decisions reached.

Learning Works ensures that the Internal Quality Policy is implemented effectively by:

- including the monitoring of assessments and a way of standardizing assessment judgements. The monitoring of assessment and control of marking is guided by Policy and Procedure(LWP03)

- sampling assessments on a regular basis by the Internal Quality Assurer to enable the communication of feedback to assessors on an ongoing basis.
- supporting and developing the assessment team. This is done through either through meetings which are duly minuted training sessions and regular communication through email
- recording accurately to provide a clear audit trail. Internal and external communications are recorded in writing and retained both electronically and on paper. Examples of internal communications include correspondence between administrative staff, between administrative staff and Internal Quality Assurers as well as between administrative staff and lectures and students regarding matters related to assessments,
- performing all tasks and responsibilities by suitably qualified and competent members of staff. It is ensured that members of staff responsible for the implementation of the Quality Assurance Policy and Procedure are fully conversant with all related documents through briefing and training programmes. Such training is normally provided by the institution's Internal Quality Assurance consultants (also referred as IQA in this document). Furthermore, members of staff are asked to attend briefing sessions and meetings organized by the competent authorities (e.g. the MFHEA, the Education Directorate etc.). On choosing such members of staff Learning Works ensures that the individual is suitably qualified, experienced and is a person of integrity and trustworthiness.

3. INSTITUTIONAL SUSTAINABILITY AND PROBITY

3.1 Corporate Structure

The ownership and corporate structure for Learning Works is shown in Appendix A.

Appendix A – Learning Works Corporate Structure shows the organogram for Learning Work's ownership, corporate and management structure. The operations of Learning Works are supported by the experienced and professional management set-up of Vassallo Group. This means that the

management aspect has the full support of the group's CEO, who is also the chairman of Learning Works as well as the group's management team. All the financial control aspects are dealt with by the company's financial controller. This support is also complimented by the company's HR Executive who supports the Executive Administrator in the choice of the human capital element, the IQA team, the Tutors/Assessors, administrative staff and placement mentors.

The Head of Institution is currently the CEO of Learning Works thus ensuring a high level of corporate commitment to Learning Works.

3.2 Learning Works Organisation

Learning Works is wholly owned by the Vassallo Group. As a company Learning Works is professionally staffed with competent people who are assigned specific responsibilities including administration, human resource management and finance. These functions all support the operation of Learning Works as appropriate.

The Head of Institution is selected by direct appointment following a head hunt, through an internal call for applications within the Vassallo Group or else through an external call for application if a suitable candidate is not found.

Learning Works employs lecturers and on-the-job mentors on a casual part-time basis. The minimum qualification for lecturers and mentors is a recognized qualification in the subject applied for together with experience in the field. These roles are filled either by direct appointed following a head hunt, through an internal call for applications within the Vassallo Group or else through an external call for application if a suitable candidate is not found.

Learning Works ensures that all members of staff including those in senior positions are in possession of the appropriate qualifications and experience. It also ensures that it retains a workforce of an appropriate size and competence, including sufficient managerial, academic and administrative staffing and other resources, to undertake the delivery of the qualification as required by the awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications

Requirements for Head of Institution

Minimum Requirements:

The Head of Institution of Learning Works is expected to:

- Have at least 5 years experience in the area of training
- Have at least 5 years experience in management
- Hold a Masters Degree at Level 7 (EQF/MQF) in any one of the following areas: Management, Business Administration, Communication or Education.

Insurance policy

A Public Liability Insurance policy in place that covers all 3rd parties including healthcare students that will be undergoing work placements within CareMalta Homes.

3.4 Financial Oversight

Financial control for Learning Works falls under the responsibility of the Head of Institution provided by the company's Financial Controller who oversees the routine financial and accounting aspects of the company. This is done through regular monitoring and reporting to the company's Board of Directors as well as preparation and submission of statutory financial statements.

Financial Planning

The Head of the Institution assisted by the Financial Controller is responsible for preparing annually a rolling five year financial plan. Financial plans should be consistent with the strategic plans of the Institution.

Budget objective

The Head of the Institution will, from time to time, set budget objectives for the Institution. These will help the Financial Controller in preparing his or her more detailed financial plans for the Institution.

Resource allocation

Resources are allocated annually by the Head of the Education Institution.

Budget preparation

The Financial Controller is responsible for preparing each year an annual revenue budget for consideration before submission to the Head of the Education Institution. The Financial Controller must ensure that detailed budgets are prepared in order to support the resource allocation process. During the year, the Financial Controller is responsible for submitting revised budgets to the Head of the Education Institution for approval.

Budgetary control

The control of income and expenditure within an agreed budget is the responsibility of the Head of the Institution, assisted by the Executive Administrator, who must ensure that day-to-day monitoring is undertaken effectively.

Significant departures from agreed budgetary targets must be reported immediately to the Financial Controller.

Financial information

The Financial Controller is responsible for supplying budgetary reports on all aspects of the School's finances to the Head of the Education Institution.

Changes to the approved budget

Changes to the approved budget will only be permitted upon the approval of the Board of Directors

Virement

Virement is the transfer of sums between budgets and is permitted upon approval by the Financial Controller following consultation and approval by the Head of the Education Institution.

- **Accounting Arrangements**

Financial year

Learning Works's year will run from 1st January until 31st December of the same year.

Basis of accounting

The consolidated financial statements are prepared on the historical cost basis of accounting and in accordance with applicable accounting standards.

Format of the financial statements

The financial statements are prepared in accordance with local common practice and legislation.

Accounting records

The Financial Controller is responsible for the retention of financial documents. These are kept in a form that is acceptable to the relevant authorities.

Learning Works is required by law to retain prime documents for ten (10) years. These include but are not limited to:

- Invoices
- Bank statements
- Copies of receipts
- payroll records
- Petty cash vouchers
- Visa Statements
- Receipt books
- Statements of purchasing accounts
- Monthly sales report
- The Financial Controller will make appropriate arrangements for the retention of electronic records.

Audit Requirements

General

External auditors and internal auditors shall have authority to:

- access Academy premises at reasonable times
- access all assets, records, documents and correspondence relating to any financial and other transactions of the School
- require and receive such explanations and supporting documentation as are necessary concerning any matter under examination
- require any employee of the School to account for cash, stores or any other School property under his or her control
- access records belonging to third parties, such as contractors, when required.
- The Financial Controller is responsible for drawing up a timetable for final accounts purposes and will advise staff and the external auditors accordingly.

External audit

- The appointment of external auditors will take place annually and is the responsibility of the Board of Directors.
- The primary role of external audit is to report on Learning Work's financial statements and to carry out such examination of the statements and underlying records and control systems as are necessary to reach their opinion on the statements and to report on the appropriate use of funds.

Internal audit

The internal auditor is appointed by the Head of Education Institution. The main responsibility of internal audit is to provide the Head of Education Institution, with assurances on the adequacy of the internal control system.

Fraud and corruption

It is the duty of all members of staff, management and the Head of Education Institution to notify the Internal Auditor immediately whenever any matter arises which involves, or is thought to involve, irregularity, including fraud, corruption or any other impropriety.

Other auditors and investigators

The School may, from time to time, be subject to audit or investigation by external bodies such as the MFHEA and other Government entities. They have the same rights of access as external and internal auditors, subject to relevant law.

4. INTERNAL QUALITY ASSURANCE & THE ROLE OF THE IQA

4.1 INTERNAL QUALITY ASSURANCE

Quality Assurance is fundamental to Learning Works. It guarantees the integrity and value of the institution's qualifications and/or assessments throughout their life cycle. Learning Works is conscious that quality is embedded in the design and delivery of the qualifications and programmes it offers, and works with all involved to ensure this. Learning Works staff, lecturers, IQA consultants/Internal Verifiers and students are important stakeholders in this process. For this reason a system of feedback through individual and collective minuted meetings with lecturers, questionnaires/feedback forms or communication via email is in place.

There are tangible benefits for all from this approach as it means:

- improved learner experience
- raised learner achievement rates
- increased learner retention rates
- more cost effective programmes

- regulatory requirements are met
- support for other planning and monitoring processes such as self-assessment

Learning Works is committed to ensure that quality assurance measures need to be built into all processes that affect the 'learner journey'. This includes:

- the publication of clear, accurate, objective and up-to-date information on courses and programmes on the institution's website www.learningworks.edu.mt
- the recruitment process
- the induction process
- initial applicant
- learning plans
- teaching and delivery
- assessment processes
- E-Learning/Blended Learning
- facilitating learning
- reviews of progress
- learner achievement

Learning Works believes that a clearly defined quality assurance strategy will help ensure quality in all aspects of delivery and assessment.

4.2 THE ROLE OF THE IQA

The External Consultant (Internal Verification and Academic Affairs) referred to as IQA in this document, is one of the key drivers of quality assurance in qualifications, both within the national framework and within Learning Works. The role, in terms of managing assessment, is key in ensuring the validity and reliability of qualifications. Therefore, internal quality assurance is a key factor in managing 'risk' and ensuring that when certificates are claimed for learners, the requirements of the national standards have been reliably met.

Learning Works has developed a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role (

The internal quality assurance system adopted by Learning Works contains documented evidence of:

- A set of written internal quality assurance procedures

- Effective communication strategy
- Summative sampling
- Monitoring of assessor practice (including observation)
- Standardisation activities

There are four main aspects to the IQA's role:

- Plan, operate and evaluate internal assessment and quality assurance systems
- Support and develop quality assurance systems
- Monitor and improve the quality of assessment practice
- Apply policies, procedures, rules and regulations to meet external/regulatory requirements

Each of these key areas are dealt with in further detail hereunder.

4.2.1 PLANNING, OPERATING AND EVALUATE INTERNAL ASSESSMENT AND QUALITY SYSTEMS

This is a primary focus for the IQA who reports to the Head of the Institution.. The IQA ensure that Learning Work's internal processes demonstrably meet external regulators' requirements. This includes having the following in place:

- Written procedures for internal quality assurance;
- Quality assurance systems that are 'fit for purpose' and monitor the quality of the learner journey;
- A sampling strategy that covers all stages of the learner journey;
- Learning and training that meets all requirements, which is regularly monitored;
- An objective system for recruiting and selecting assessors;
- Assessment practice that is in line with this manual
- Regular observation of lecturers and assessors carrying out their roles;
- Team members (including assessors) who are supported, get feedback on their practice and investment in their development;
- Record keeping that is maintained as required;
- Continuing Professional Development (CPD) being maintained by all members of the quality team;
- Effective communication with the Malta Further and Higher Education Authority;

- A documented appeals system that is accessible, transparent and understood;
- Standardisation activities that develop consistency between assessors;
- Systems to promote continuous improvement;

Learning Works ensures that access arrangements, internal quality assurance and appropriate materials/equipment/facilities are available for the duration of the qualification or learning programme.

For these reasons, Learning Works ensures that the IQA has a communication channel into the organisation's management systems. This assists in ensuring that appropriate management decisions concerning resources are made.

The IQA has a full and accountable role in managing the qualification delivery team including responsibility for lecturers and assessors. To do this effectively the IQA has full access to accurate and meaningful information on a number of key areas such as learner needs and the current workloads of team members.

An essential part of this is the use of a systematic initial assessment process that identifies any additional or special learning/development needs that learners may have. This is carried out once the applicant applies for a specific course or programme and in line with Policy LWP04. The needs looked into include:

- technical aids
- physical adaptations (e.g. large print materials, ICT equipment)
- extra support
- training

Thereafter, the IQA maintains up-to-date information on:

- individual learner progress
- an overall picture of potential new learners
- average timescales for the achievement of different qualifications
- lecturer and assessor availability (both current and projected).

The IQA ensures that learner progress is monitored keeping in view the outcome of the initial assessment with the candidate concerned. Where it is found that learners are not progressing as expected, a plan and then a record of actions taken to support the learners is made.

In line with this IQA meetings of the lecturers and assessor team may need to be called from time to time with the support of the Head of Institution and management.

The IQA clearly has a key role in helping to ensure quality in the delivery and assessment of qualifications.

For this reason, the duties of the person responsible for the implementation of the IQA policy are included as an integral part of Learning Works' quality procedures and manuals. The IQA should also have the responsibility for carrying out self-assessment of the Learning Works' performance against the requirements of the Malta Further and Higher Education Authority.

The IQA ensures that Learning Works has up-to-date information and guidance issued by relevant bodies (including awarding organisations, standard setting bodies, and industry/professional bodies) and that this information is passed on to all team members. For this reason as a matter of good practice Learning Works:

- issues relevant documents to team members
- provides website addresses where relevant information can be found
- ensures that team members receive appropriate updates
- record information relating to accessing up to date information in the minutes of meetings

4.2.2 PLANNING

The IQA creates sampling plans for the qualifications offered by Learning Works, which outlines what will be monitored and how the sample will be selected.

The plan is to be a representative sample based on sound principles taking into consideration any risk factors involved.

Example of these risk factors are:

- the number of learners in the cohort or qualification
- numbers of lecturers and assessors
- experience and confidence of lecturers and assessors
- changes to the qualifications
- known problem areas/units/learning outcomes

The information found from the sampling exercise then forms the basis of team planning for internal quality assurance and how they can support and develop team members to improve their quality assurance practice.

4.2.3 INTERNAL QUALITY ASSURANCE SAMPLING

Learning Works through its IQA must record and report on all sampling and monitoring undertaken in sufficient detail to justify their decisions. Underpinning all IQA activity is the validity of the internal quality assurance sample. It is not a good use of IQA resources to maintain 100% checks on assessment decisions as this implies a lack of confidence in both assessment practice and the internal quality assurance strategy.

5. REFERENCING

Learning Works believes that an audit trail must be clear and accessible to all. Poor referencing that is difficult to follow can raise queries. Learning Works believes a balanced approach should be taken. It may therefore indicate a potential development need if learner work is not clearly organized. However, if this skill is not assessed in the qualifications then learners should not be disadvantaged because they do not clearly reference their work. In these instances, assessor records and reports must clearly indicate the basis for their decision, i.e. where the evidence is to support each unit. It is not acceptable for the IQA (and then the External verifier ie MFHEA) to have to search extensively to find what has been assessed and what criteria informed the decision.

6. IQA VERIFICATION AND REPORTING

The forms used for monitoring and assessment of lecturers and assessments are those found on Axone, Learning Works' Learning Management System and on Moodle, the new LMS used by Learning Works as from 1st March, 2021:

The IQA reports are completed for every course started/completed. A copy of the reports is given to each tutor/assessor. Learners are not given copies of IQA report forms as they are written to address lecturer or assessor practice and may therefore contain comments that might undermine learner confidence in team members.

- The IQA ensures that written feedback to team members is recorded on the IQA report forms. The feedback is directed to each person and should address their practice. No generalised statements are to be made.

- Precise, focused comments on the work sampled will support lecturer/assessor development and evidence the rigor of internal quality assurance activity.
- The IQA is required to check some part of the unit(s) identified in the sampling plan. The IQA should indicate the actual items of work or evidence sampled by initialling and dating what has been reviewed.
- Depending on the experience and qualifications of lecturers and assessors, the IQA may review more than one unit during an internal quality assurance session, and should indicate all the units reviewed on the report form.
- In addition to the sampling of work or evidence the IQA will also record (by ticking as appropriate) the method of assessment used, the assessment focus (and whether the evidence is valid, authentic, reliable, current and sufficient), and that there is evidence of consistent practice.
- The IQA also notes whether the records have been signed and dated by lecturers (where required) and assessors, and authenticated by learners.
- Where necessary the IQA will check that assessments are countersigned and that the appropriate records are made on the countersigning report form.
- If a standardisation issue is identified, the IQA records and discusses this at the IQA meeting with lecturers/assessors.
- An action plans for lecturers/assessors is prepared. The IQA records what action is required and by what date it must be completed. Once this action has been completed, the IQA will also record this.
- When observation of lecturer/assessor practice is undertaken during the internal quality assurance, the outcomes are recorded on the IQA observation and questioning checklist.(see the forms section of the appendix.)
- Occasionally the IQA may have serious concerns which need to be brought to the attention of the Head of the Educational Institution. In this situation the IQA should communicate this in writing.
- Unit achievement should be recorded on Learning Works' Learning Management System
- On completion of qualifications or periods of assessment, all original IQA records must be preserved.

Learners who leave or withdraw from assessment, prior to the achievement of their full qualification, are entitled to A certificate of attendance and in programmes with accredited exit points a certificate covering up to the exit

point. The IQA must ensure that the same process identified for unit and qualification completion is followed, to ensure certification takes place and the necessary records are retained by the Centre.

7. INTERIM SAMPLING

In order to enable the IQA to evaluate the quality of formative guidance given to learners, it is vital that the IQA participates in the process at different stages in their work. This might include reviewing learner work:

- early on in the programme;
- before decisions have been made on any unit and
- sampling evidence once one or two of the units or requirements are completed.

It will also include checking progress review reports given to learners by lecturers/assessors. Interim internal sampling enables the IQA to pick up problems at an early stage and so avoid the potential situation of disagreeing with tutor practice or assessment judgements. It can also highlight individual team member needs for support or development which in turn may be used to develop the team as a whole. Similarly, it provides an opportunity to identify and share good practice within the team, particularly where one or more of the team members have wider or more extensive experience.

7.1. SUMMATIVE SAMPLING

Summative sampling includes reviewing the quality of learning completed and assessment judgements taken in their entirety. The IQA must be able to follow an audit trail which clearly demonstrates that lecturers/assessors have covered all the relevant requirements and checked that all work presented meets the rules of evidence, whatever format it is presented in.

Evidence must be confirmed by assessors as:

- Valid** - relevant to the standards for which competence is claimed
- Authentic** - produced by the learners
- Current** - sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge
- Reliable** - genuinely representative of the learner's knowledge and skills
- Sufficient** - meets in full all the requirements of the standards

IQA selects a representative sample of:

Candidates	A selection of all candidates (gender, age, ethnicity etc.)
Assessors	Experience and qualifications, workload, occupational experience
Methods of Assessment	Questioning, observation, testimony, recognition of prior learning (RPL), use of simulation, , assignments, projects and tests
Evidence	All types of evidence
Records	Plans, reports from lecturers, assessors, correct assessment practices, IQA records, learner and assessment records

7.2. SAMPLING PLAN

The IQA samples the full range of delivery and assessment methods used for any qualification, for example:

- Learning delivery
- Observation of performance
- Use of witness testimony
- Professional discussion
- Oral and written questioning
- Assessment of learner work
- Examination of work products
- Candidate reports
- Assessments of projects
- Assessment of case studies

All lecturers/assessors are to be included in the sample, but a number of other factors must be considered when the sample is selected:

a) Experience

If lecturers/assessors are qualified and experienced it would suffice to look at no more than one or two decisions per learner and in a selection of learner portfolios, not all of them. If lecturers /assessors have less than 12 months' experience, are new to either Learning Works or a particular qualification or are out of practice, the Internal Verifier will need to sample substantially more of their decisions for the first 6 – 12 months. This ensures that the IQA reviews activity and decisions in all units in any qualification.

b) Workload

The IQA looks at the workload of each lecturer/assessor so that the total sample also fairly reflects the amount of work and number of decisions being made by individuals. Sampling may need to be increased where workloads have been raised to ensure that quality is not compromised.

7.3 REQUIREMENTS OF QUALIFICATIONS

The sample also needs to take into account the requirements in the qualifications themselves. It is imperative that lecturers/assessors and IQA know the specified requirements well and agree the interpretation of areas where outcomes are not prescribed such as expected length of assignment answers, where content is not prescribed in assignment answers, what must be included in any outcome from assessment etc.

7.4 ASSESSMENT ISSUES

The IQA specifically ensures that he/she samples any such units, across all assessors, to ensure that requirements are consistently complied with for all learners. The IQA should also ensure that issues such as these are discussed fully with the whole qualification team at an early stage.

8. SUPPORTING AND DEVELOPING LECTURERS/ASSESSORS

8.1 CONTINUING PROFESSIONAL DEVELOPMENT

The second duty of the IQA is to guide, support and ensure the continuing professional development (CPD) of team members. IQA guides the Head of Institution about the CPD requirements of lectures and assessors and help devise a development plan to be implemented by Learning Works . Training sessions are held with all the lecturing staff involved in a specific programme prior to the start of lectures. Furthermore, this CPD includes updating of occupational competence in line with relevant regulatory and professional requirements and ensuring that good practice is maintained in relation to facilitating learning and assessment. There are a number of points where this is particularly pertinent:

- When assessors are new – either to the team, to Learning Works, or to the qualifications

- When programmes or qualifications change or guidance is revised
- Following external quality assurance activities or other inspections.

New lecturers/assessors should complete an induction process. What this induction process involves will depend on their previous experience, both of qualifications generally and/or a particular suite of qualifications. As with the learner induction the process is more effective if it is coherent and structured. It is therefore good practice for Learning Works to have an induction programme or pack which contains relevant data and plans for what a new team member will undertake in their induction and what the expected outcomes are.

The IQA must ensure that all lecturers/assessors in the Centre have access to:

- Copies of the relevant qualification handbook(s) or requirements for the qualifications they are delivering and all other documents related to the qualifications offered and any updates that are issued from time to time.
- Copies of Learning Works policies and procedures which are also available on the Institution's website as well as on the LMS.
- Information about available support resources for learners and team members, equipment and facilities.
- Information about the relevant awarding organisation
- Information about their learners
- Any learning or assessment needs, access arrangements etc.
Contact point for advice from IQA or experienced senior team member

The IQA must also check and ensure that on file there is the following information:

- Personal profiles or CVs demonstrating skills, knowledge, experience and competence (where required) at an appropriate level
- Original assessor certificates.
- CPD records that demonstrate that all team members have completed development activities required by the relevant assessment strategies.

This information is to be accessible and available for examination at all times.

Lecturer observations are recorded through the Learning Management System with all relevant feedback to the tutor observed

Where there are new lecturers/assessors in the team, the IQA should increase the amount of sampling and monitoring that takes place regardless of whether or not the assessors are qualified. This additional monitoring and support should take place earlier, ideally by the third lecture of a course. This ensures that new lecturers/assessors have access to additional support and enables the IQA to identify any training and development needs that these assessors may have.

If a newly appointed lecturer/assessor has experience, this period of additional sampling may be quite short. However whatever the level of experience, the incoming lecturers/assessors will still benefit from additional support provided whilst they become familiar with Learning Works's systems.

There should also be a mentoring process for newly appointed IQAs.

The EQA expects to see evidence that the Institution has identified and addressed the learning and development needs of all lecturers and assessors for a qualification. A systematic process is in place to identify CPD requirements. Once identified, the development needs are transferred on to a development plan which includes details of the type of activity that will meet this need, with realistic timescales outlined. This plan includes specific training e.g. guided discussion techniques, alternative assessment methods, or updating on awarding organisation/standard setting body requirements. It may also include opportunities to update vocational knowledge such as individual research, webinars, or taking part in standardisation events.

It is the responsibility of the Head of Institution and team members to monitor lecturers and assessors' completion of the planned CPD activities.. During support meetings the IQA reviews and updates the content of the CPD plans accordingly. By the end of a year all team members will have completed the activities listed on the plan in order to meet the CPD requirements of the qualification and satisfy their own development needs.

9. ASSESSOR JUDGEMENTS

The IQA also supports lecturers by standardising assessment judgements. This is to ensure that:

- Assessors consistently make valid decisions

- Assessors make the same decisions when given the same learner work or evidence
- All learners are assessed fairly.

This is normally done through one-to-one meetings or during meetings with lecturers of a particular programme.

10. STANDARDISATION

Standardisation is an important part of the IQA duties. All standardisation activities are recorded in detail so that third parties such as the EQA can see evidence of what has been carried out and the outcome.

A standardisation activity is carried out by copying pieces of learner work or evidence (e.g. for one Learning Outcome or one Element) and asking assessors to make an assessment decision for this work. In such instances they are to be asked to record what actions they would give the learner resulting from this assessment and to record what feedback they would give the learner if they were the actual assessor of the work. This enables the IQA to check that assessors are:

- Asking the right questions
- Forward planning with learners
- Making accurate assessment decisions
- Providing suitably detailed and specific feedback
- Fully recording the outcome of the assessment process

Standardising in learning starts when the content of the programme is agreed between team members and the IQA. The IQA is to ask for data from the lecturer (progress, which topics interested learners etc.), on a regular basis, in order to make comparisons between sessions or programmes delivered by different people. In addition, the IQA observes lecturers delivering learning and, having observed everyone in the team, will be able to guide individual's work to improve consistency.

In addition, the IQA may organize standardization activities which may include:

- Assessing each other's candidates
- Judging evidence together
- Working through the standards together
- Agreeing on assessment decisions

The frequency and type of standardization activity depends on a range of considerations such as:

- Feedback from the EQA or IQA sampling and monitoring
- Any new requirements in the qualifications
- Changes within the qualification delivery team
- Outcomes of external audits
- Previous standardization activities and findings
- The need for continuous improvement.

11. MONITORING AND IMPROVING THE QUALITY OF ASSESSMENT PRACTICE

The third responsibility of the IQA is to assist Learning Works in monitoring and improving the quality of assessment practice. The quality of the entire learner journey should be monitored to ensure there is quality in the entire process.

The aims of this are to:

- Ensure that high standards of learning delivery are maintained
- Identify problems or areas where lecturers/assessors require advice or development
- Ensure that learners are aware of, and satisfied with, the assessment process.

11.1 MONITORING ASSESSMENT PRACTICE

Monitoring assessment practice to identify areas for improvement involves the IQA undertaking a range of activities, including:

- Evaluating assessor expertise
- Evaluating the planning and preparation of the assessment process
- Determining whether assessment methods are 'fit for purpose'
- Ensuring assessment decisions are carried out in line with Learning Works' Assessment Policy and Procedure LWP03
- Comparing assessment decisions
- Giving feedback
- Carrying out standardization

This will involve observing assessors in action, looking at how they conduct the assessment process and giving them feedback on their performance. It also includes reviewing the internal quality assurance records completed with all assessors and evaluating every aspect of their performance as recorded.

The quality and accuracy of programme plans, session plans and assessment plans should be included in the sample. The IQA should observe the individual lecturer and assessor's assessment and interpersonal skills, with a view to identifying any areas which would benefit from advice or further development. The IQA must also note any problematic areas (e.g. within the qualifications) which could create difficulties for other lecturers/ assessors. Identifying such trends and areas for development is a crucial part of improving the practice of lecturers and assessors.

Following the monitoring exercise, it is important that constructive and positive feedback is given to enable team members to develop. The discussions should be held in private and should not be relayed to the learners or other team members. The IQA should keep a record of this and ensure that it forms part of the tutor and assessor's individual development plan.

Monitoring also creates the opportunity to liaise with learners to ensure that their learning and assessment needs are being properly met.

In particular, the IQA should check that learners:

- Know which qualifications they are working towards, and have a copy of the relevant standards;
- Are aware of the roles of everyone involved in delivery and assessment;
- Understand the programme of learning that they are following;
- Understand the assessment process;
- Know what progress they have made towards achievement and when this will next be reviewed;
- Are aware of their rights to access unit certification;
- Understand their role in completing work as planned, generating evidence and completing referencing;
- Have confidence in their lecturer/assessor;
- Understand the appeals process;
- Have no learning needs not currently being met.

11.2 MONITORING QUALITY PROCESSES

Learning Works recognizes that it is extremely important that the quality of the entire learning delivery and assessment process is monitored. Therefore the IQA needs to consider how he/she will monitor learning

materials used by team members throughout the programme. In addition the IQA must establish a realistic timescale for doing this. This might include monitoring the quality of:

- Attendance records
- Programme outlines
- Session plans
- Handouts
- Slides or other audio visual material
- Online learning
- Guidance given to learners
- Reviews
- Marking/assessment
- Assessment plans
- Feedback records

Sometimes reviewing this material can give an insight into areas of other sampling that might prove useful. For example, if attendance is poor for a particular session, the IQA could look at the sessions that are better attended to see why this might be. This can be done by sampling learner work from these sessions and carrying out interviews with learners. This type of sampling can yield interesting rewards for an IQA who wants to look in depth at what is happening on a programme or qualification. The outcome could be one-to-one discussions with lecturers/assessors. Alternatively it could be a meeting where all team members can discuss approaches, standardize methods and share good practice.

11.3 MONITORING PRACTICE BY SAMPLING LEARNERS WORK AND PORTFOLIO EVIDENCE

Such monitoring involves the IQA looking at learner work and ensuring the assessors' judgements are fair, valid, reliable and safe. It then requires the IQA to give feedback to the lecturers/assessors.

In the qualifications offered by Learning Works learner work includes the completion of assignments and case studies. The IQA must include the sampling of this work in his/her sample plan. In addition to the IQA sample he/she need to arrange for moderation to take place. Alternatively 'blind' or second marking could be completed. If it is an area where team members have less experience then this should form the focus of the initial sampling.

11.4. FEEDBACK TO LECTURERS AND ASSESSORS

Whatever is being sampled or monitored by the IQA, Learning Works ensures that feedback is given to lecturers/assessors as a result of the activity is of an appropriate quality. All feedback is detailed, specific and designed to improve practice and in both written and verbal format. IQAs should always:

- Produce detailed written and verbal feedback
- Aim feedback at lecturers/assessors, not learners
- Be honest
- Be factual
- Ensure comments are constructive and positive
- Ask the tutor/assessor what they themselves think about their work
- Talk through each point of the feedback
- Give clear details of what was found/seen
- Specify good practice as well as areas for improvement
- Seek to improve practice over the long term
- Agree next steps and realistic timescales for change
- In addition where the sampling or monitoring identifies development needs these should then be entered on to the tutor or assessor's CPD development plan.

12. APPLYING POLICIES, PROCEDURES AND LEGISLATION TO MEET EXTERNAL / REGULATORY REQUIREMENTS

The IQA is required to monitor the implementation of the policies and procedures of Learning Works and those of the awarding organisation...

When the Centre is inspected, audited or monitored by an external agency, Learning Works makes available upon request all the requested information which may include all or any of the below:

- The written IQA procedures including the internal quality assurance sampling strategy.
- Numbers of current registered learners per qualification and level.
- Learner Centre enrolment and awarding organisation registration details.
- Tutor/assessor details – specifically CVs, CPD records, assessor qualifications development plans and workloads.
- Learner progress reviews and achievements, any access arrangements requirements and equal opportunities monitoring information.

- Training programmes, assessment records, plans, reviews and tracking sheets
- Available learner support resources.
- Details of all learning and assessment sites.
- Details of alternative locations subcontractors or franchise and partnership arrangements.
- IQA records including feedback to lecturers, assessors, discussions with learners.
- Records of claims for certification.
- Learner work and/or portfolios.
- Minutes of internal quality assurance meetings.
- Records of standardization activities.
- Procedures for storage and retention of Centre records.

Learning Works is periodically subject to EQA audits for the courses currently being offered.

Following monitoring activities by EQAs feedback or actions are to be promptly disseminated to the team in the Centre. Any action points raised by the external quality assurer will be acted upon within the timescales specified.

Requests for issue or re-issue of award certificates are to be approved by the IQA.

Work and portfolios for learners who have been certificated in between external quality assurer activities will be kept intact until the next activity so that they can be examined if requested. Original assessment records are retained for three years and be made available for external quality assurance and/or to allow for any appeals or complaints to be progressed and resolved.

The management of records is carried out as per procedure LWP016

13. The involvement of external stakeholders in quality assurance

Learning Works believes that external stakeholders add value to the overall quality provision.

In particular, external stakeholders are involved in 3 main categories of activity:

Category 1: Market needs and research

In order to evaluate effectively the needs of the market, Learning Works seeks to engage with employers, government agencies and bodies and key experts in a given economic area, in order to identify education and training outcomes required in the sector. This activity is co-ordinated by the Head of Institution at Learning Works

Category 2: Curriculum Development

Learning Works formulates curriculum based on the learning outcomes approach. In order to maximise the overall quality of a particular programme being designed, Learning Works seeks engagement with stakeholders in order to define desired/intended learning outcomes for a specific programme/s and module of study. This activity is co-ordinated by the Head of Institution at Learning Works.

Category 3: Ongoing and periodic review of programmes

Learning Works engages with external stakeholders in order to review the existing curriculum provision. This ensures that updates to technology, legal, economic, social and environmental matters related to a particular area are reflected in the provision at Learning Works. This activity is co-ordinated by the Head of Institution at Learning Works.

14. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Learning Works is aware that it needs to ensure that the IQA's own practice is maintained in order to meet changing requirements in their role. This is done by:

- Requesting feedback
- Undertaking training courses
- Individual research
- Attending forums
- Completing related qualifications
- Shadowing another IQA
- Undertaking related reading
- Attending relevant meetings or conferences

Furthermore, the IQA will maintain Learning Works continually adjourned with up-to-date requirements and best practice in:

- Assessment
- The vocational area related to the qualifications offered
- IQA practice
-

15. Online and Blended Learning

Learning works uses online or blended learning where appropriate to support experiences that are flexible, responsive and effective and meet the needs of all its stakeholders mostly of the students themselves.

The Online Policy and Procedure marked LWP06 in the Appendices guides Learning Works in delivering programmes in this way.

Whether a programme is delivered Face-to-Face, online or as blended it falls within the scope of this IQA Manual and the IQA process within Learning Works.

16. Safeguarding the integrity, reliability, and continuous availability of the technological infrastructure at Learning Works.

The technological infrastructure at Learning Works has been designed and developed with input from education and training experts together with information technology experts. The design process incorporated all elements of integrity expected from a further and higher education institution operating in Malta as defined by the IQA policy of Learning Works. Testing procedures deployed during the development of the infrastructure also ensured the reliability and availability of a solid technological infrastructure.

17. Certification Process

The certification process at Learning is overseen and co-ordinated by the Head of Institution together with the Executive Administrator. On successful course completion, students receive documentation with the all the following details:

- explaining the context,
- MQF level,
- amount of learning credit,
- content and status of the qualification gained,
- achieved learning outcomes.

This is in alignment with the National Quality Assurance Framework. In addition, a quality check is conducted by quality experts engaged by LW in order to ensure that such information is factual, reliable and in compliance with the expected standard of quality.

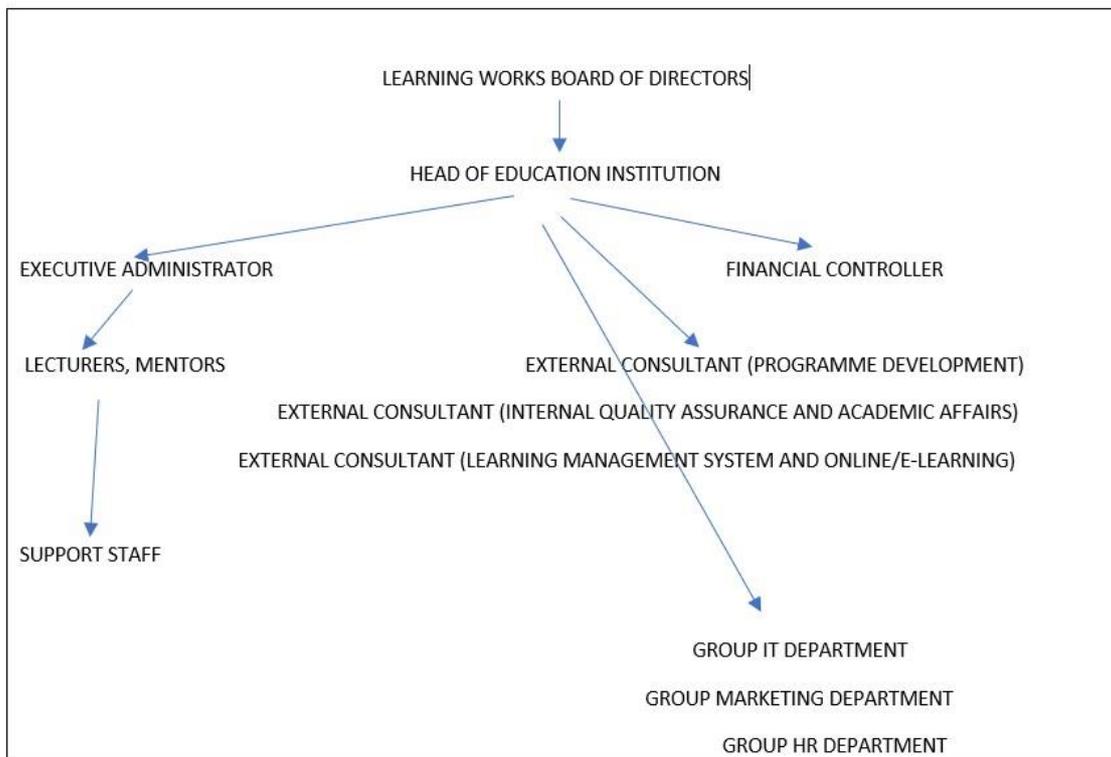
18. Recruitment of support and administrative staff

Support and administrative. staff at LW are engaged based on an interview process led by the Head of Institution in accordance with specified requirements of competence and qualifications pertaining to the relative

posts. Learning Works continuously supports internal staff through internal training, resources and other 'ad hoc' support measures as may be required.

APPENDICES

Appendix A – Learning Works Corporate Structure



ROLE DESCRIPTIONS:

HEAD OF EDUCATION INSTITUTION – responsible for the running of institution including academic affairs, business development, marketing;

EXECUTIVE ADMINISTRATOR – responsible for the administrative team, human resources, student registration, coordination with lecturers, upkeep of premises, minor staff, external suppliers;

SUPPORT STAFF – responsible for enquiries, student affairs, general assistance, cleaning.

LECTURERS – responsible for delivering lectures, setting questions for assignments, corrections of assignments and examination papers;

MENTORS – responsible for mentoring of students during their practice placements where applicable;

FINANCIAL CONTROLLER – responsible for the preparing monthly or yearly accounts, budgets and payments to suppliers;

EXTERNAL CONSULTANT (PROGRAMME DEVELOPMENT) – responsible for the creation of new programmes and the filling of the relevant forms to be sent to the MFHEA for accreditation;

EXTERNAL CONSULTANT (INTERNAL QUALITY ASSURANCE AND ACADEMIC AFFAIRS) – audit the institution’s internal quality assurance systems on a regular basis, support Learning Works in issues of an academic nature;

EXTERNAL CONSULTANT (LEARNING MANAGEMENT SYSTEM AND ONLINE/BLENDED/E-LEARNING) – provides technical support vis Learning Works’s Learning Management System i.e. Axone and Moodle once Axone is phased out by the end of March 2021. This Consultant also advises Learning Works on matters related to online, blended and e-learning

GROUP IT DEPARTMENT – supports Learning Works in all matters related to IT

GROUP MARKETING DEPARTMENT – supports Learning Works in some matters related to marketing

GROUP HR DEPARTMENT – supports Learning Works in recruitment and other HR processes

APPENDIX B - IQA Responsibilities within Learning Works

The different members of Learning Works have a specific role in the implementation of the Internal Quality Assurance process as specified hereunder. Learning Works is committed to involve all members in order to ensure the effective and efficient implementation of this process. Learning Works recognized that the implementation of a serious IQA process is the ultimate safeguard of Learning Works's good reputation so for this reason expects all members of the team have the same mindset.

Learning Works carries out a questionnaire at the end of each programme. The Head of Institution goes through each questionnaire and takes note of the students' feedback. The results are then discussed with the individual tutor in a meeting with each one of them held at least once a year. Should there be the need to discuss these results with the whole class an ad hoc meeting with all the students is organized. In instances where action needs to be taken this is done and subsequently communicated to students. Whenever the need arises throughout a course to get the feedback of students on a particular lecturer or course Learning Works carries out such a survey and discusses any arising issue/s with the IQA.

Whenever the need is felt to change any policy or procedure which may affect the students, a meeting is called to explain the changes to be affected.

An organization chart of Learning Works' IQA team applicable to the City & Guilds courses it is currently offered can be found hereunder

The Assessment Manager

The Assessment Manager role is assumed within Learning Works by the Head of Institution for Learning Works.

In addition to assuming the role of Assessment Manager the Head of Institution has also the overall responsibility for:

- The general day-to-day management of Learning Works
- Liaising with other Learning Work functions, especially Finance and Human Resources
- Selection, recruitment and training of academic and administrative staff
- Planning of courses

- Recruitment and enrolment of students
- Overseeing the internal quality assurance system
- Ensuring alignment to all legal, statutory and licensing requirements
- Business Development and Marketing

The role of the Assessment Manager is to:

- possess the necessary authority within Learning Works to ensure that management, administrative, assessment and internal verification procedures are implemented correctly and consistently across Learning Works as a whole.
- have regular contact with the IQA whose work s/he coordinates.
- ensure only suitable staff are used in the assessment and internal verification in accordance.
- ensure staff involved in training, assessment and/or internal verification have access to and regularly participate in activities for continuous improvement.
- Ensure sufficient and effective support is available for confirming decisions of new/inexperienced assessors and internal verifiers.
- Ensure assessors and internal verifiers are able to apply equal opportunity principles to assessment.
- Ensure assessors and internal verifiers are familiar with the qualifications they are assessing or verifying and have sufficient knowledge to enable them to interpret the knowledge requirements, values and documentation.
- ensure assessors and internal verifiers are familiar with the recording systems, documentation and procedures for assessments and internal verification quality assurance.
- ensure assessors and internal verifiers understand their role and are supported and allowed sufficient time.
- provide proof of candidates' identities where this is required.
- liaise closely with other staff members to obtain, and provide with external verifiers with detailed information on the overall operation of the Centre.
- co-ordinate visit arrangements for external verifiers.
- ensure any corrective measures required by the external verifier are implemented within the agreed timescales.
- circulate all general correspondence between NCFHE (and City & Guilds in the case of their courses) and Learning Works to all relevant people within Learning Works.

The Internal Quality Assurer:

The Internal Quality Assurer is responsible for:

- Ensuring that assessors follow the qualification assessment guidance provided.
- Establishing procedures, advising and supporting assessors to assist them in interpreting and applying the qualification requirements correctly and consistently.
- Sampling, including direct observation, assessment activities, methods and records to monitor consistency of assessment decisions.
- Sampling of increased ratio of assessment decisions by new assessors and being responsible, and accountable, for arranging the checking process.
- Providing assessors with prompt, accurate and constructive feedback on their assessment decisions.
- Maintaining up to date records on internal verification and sampling activities and ensuring that these are available for the external verifier.
- Undertaking an active role in raising issues of good practice in the assessment process.
- Ensuring that equal opportunities and anti-discriminatory practices are upheld in the assessment process.
- Liaising with other staff members and the external verifier to implement the requirements of the assessment system.
- Organising regular meetings between all those involved in assessment within Learning Works. Records or minutes of such activities should be kept for the external verifier.
- Facilitating appropriate ongoing staff development and training for assessors
- Keeping himself/herself and the assessors updating with any publications related to the quality control of the qualifications offered.
- Ensuring that all candidates' achievement records and Centre documentation are completed in accordance with requirements.
- Countersigning as appropriate assessment documentation.

Tutor/Assessor

The primary role of the tutor/assessors is to assess candidates' performance and related knowledge in a range of tasks and to ensure the competence/knowledge demonstrated meets the requirements of the

qualification offered. For this reason assessors should have current occupational experience in the vocational area taught/assessed. Generally they should be occupationally competent at a level above that for which they are assessing.

Lecturers/Assessors are responsible for:

- Ensuring that each candidate is aware of his/her responsibility in the collection and presentation of evidence.
- Agreeing and recording an assessment plan with each candidate.
- Fully briefing candidates on the assessment process.
- Following assessment guidance provided by Learning Works.
- Demonstrating commitment to anti-discriminatory practice and equal opportunities.
- Demonstrating commitment to identify, address and curb academic fraud by informing the assessment manager of suspected cases of such abuse so that the necessary action including disciplinary action against the candidate and/or a Fail in that work submitted.
- Conducting any form of assessment in accordance with the requirements of the qualification.
- Recording all questions and answers given for the purpose of meeting the evidence requirements.
- Judging the evidence and making assessment decisions against standards.
- Ensuring validity, authenticity, currency and sufficiency of evidence produced by candidates.
- Providing candidates with prompt, accurate and constructive feedback.
- Maintaining accurate records of candidates' achievement.
- Confirming that candidates have demonstrated competence/knowledge completing the required documentation.
- Keeping themselves up to date with information related to the quality control of the qualification offered.
- Agreeing new assessment plans with candidates where further evidence is required.
- Making themselves available for discussion with the internal verifier and/or external verifier.
- Maintain confidentiality for sensitive information.

Candidates

Candidates are those individuals who are registered and working towards a qualification offered by Learning Works. confirming to lecturers/assessors that they understand the requirements of the qualification.

- confirming to lecturers/assessors that they understand the relationship between the requirements and the tasks they need to perform to demonstrate competence and/or related knowledge.
- discussing and agreeing assessment plans with their assessors.
- identifying possible sources of evidence.
- producing evidence of prior achievement (where applicable) and of current competence.
- maintaining and presenting all documentary evidence in a well-organized way.
- ensuring that the evidence is adequate to present for assessment.
- making themselves available for assessment and to discuss their evidence.

The candidates are informed of what is expected of them through the Handbook they are provided with on the introductory lecture of their course of studies.

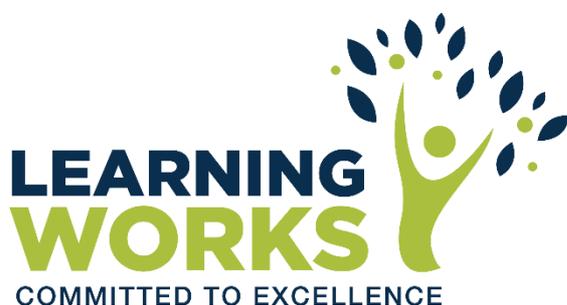
Conflicts of interest in assessment

- Learning Works has a process to identify, monitor and manage conflicts of interest in assessment outcomes.
- Therefore, Learning Works will take all reasonable steps to avoid any part of the assessment of a Learner being undertaken by any person who has a personal interest in the result of the assessment. This includes internal quality assurance activities.
- Due to the size of the Institution, some roles are undertaken by the same person. However, the assessor role and the internal verifier role are carried out separately. The assessors will not quality assure their own assessments as this would present a conflict of interest.
- Individuals are not involved in the assessment or the quality assurance if assessment decisions in which they have a personal interest.

Policies and Procedures

List of Policies and Procedures

LWP01:	Quality Assurance Policy
LWP02:	Registration and Admissions Policy and Procedure
LWP03:	Assessment Policy and Procedure
LWP04:	Equality, Diversity and Student Support Policy
LWP05:	Performance and Attendance Policy
LWP06:	Online Learning Policy and Procedure
LWP07:	Mitigation Policy
LWP08:	Plagiarsm
LWP09:	Recognition of Prior Learning (RPL)
LWP10:	Refund Policy
LWP11:	Continuous Professional Development Policy
LWP12:	Student Complaints, Appeals Policy and Procedure
LWP13:	Anti-Bribery and Corruption Policy
LWP14:	Anti-Slavery and Human Trafficking Policy
LWP15:	Data Protection Policy
LWP16:	Records Management Policy
LWP17:	Design and Approval of Programmes
LWP18:	Public Information
LWP19:	Teaching Staff
LWP20:	Learning Resources and Student Support
SC01:	Student Charter For Learning Works Students



TYPE: POLICY AND PROCEDURE
SUBJECT: ADMISSIONS REFERENCE: LWP02
DATE OF POLICY: 1 st October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
POLICY
REGISTRATION & ADMISSIONS POLICY
<p>A. POLICY & SCOPE</p> <p>Learning Works (LW) adopts a registration and admissions policy in order to ensure that associated processes are implemented consistently and in a transparent manner. The entry requirements for each programme guide Learning Works whether the candidate is eligible or not. Learning Works determines the selection criteria which are formulated and presented to the Malta Further and Higher Education Authority (MFHEA) during the programme accreditation process. Where further proof of eligibility of a candidate is required eg in the oral and written proficiency in English, an interview with the candidate where this proficiency is assessed.</p>

B. ELIGIBILITY

Learning Works defines the entry requirements of respective programme and publishes this information on the public domain normally on the Institution's website www.learningworks.edu.mt. In order for students to be admitted and ultimately registered for the programme the eligibility criteria must be respected and include one (or a combination) of the following:

1. Qualifications

All qualifications are required to be pegged with the European Qualifications Framework in terms of programme level and total amount of credits. In the case of foreign qualifications, students are required to obtain an MQRIC statement from MFHEA in order to provide evidence that the eligibility criteria in terms of qualifications are met.

2. Maturity Clause

Learning Works does not apply a maturity clause. However, students who possess wide experience obtained at work or in other fields of activity may benefit for recognition of prior learning.

3. Recognition of Prior Learning

Students who request recognition of prior learning are required to provide evidence of their work experience and/or projects. This evidence is analysed on a case by case basis and is not an automatic criteria for eligibility.

4. Verification of Student's identity

As part of the admissions and registration policy, Learning Works ensures the identity of enrolled students by asking for their identification card and/or passport. Details within such documents are checked by an administrative officer at Learning Works to ascertain the veracity of identity of enrolled students during the process of admission at Learning Works.

Once enrolled a student is provided with the credentials to enable him/her to access the institution's VLE. These credentials are unique for every student.

All applications and admissions are handed by administrative team at Learning Works under the direction of the Executive Administrator. Students who are deemed to possess the required eligibility criteria are registered into the programme.

C. APPEALS

Students who are considered not to possess the required eligibility criteria are informed by Learning Works by means of an electronic communication. Students have the possibility to appeal decision by providing a written request to the Head of Institution. The decision of the Head of Institution on any cases of appeals is definite and final.

Charlo Bonnici
CEO



TYPE: POLICY & PROCEDURE

SUBJECT: ASSESSMENT POLICY AND PROCEDURE
REFERENCE: LWP03

DATE OF POLICY: 1st October, 2020

LAST REVIEWED:

APPROVED BY: The Board of Directors

POLICY AND PROCEDURE

ASSESSMENT POLICY & PROCEDURE

A. POLICY & SCOPE

Learning Works promotes assessment methods that are both formative and summative in nature. Assessment is an integral part of the learning process and internal quality assurance processes at Learning Works take into account the following parameters:

- Teaching staff are familiar and component in the design, delivery and correction of assessments
- Methods of assessment and assessment criteria are published in advance
- Formative feedback is provided to all students on all assessments undertaken
- Assessment is consistent, fair, valid and reliable
- Students have the right to appeal assessment decisions

The policy and procedure for assessment at Learning Works ensure that all the above criteria are effectively adhered to.

B. DEFINITIONS

1. Assessment

Learning Works is taking the definition of assessment to mean the application of a variety of tools to evaluate, measure and document the academic readiness, skill acquisition and competency development of students.

2. Assessment Schedule

Learning Works is defining assessment schedule as a plan which defines the start dates, end dates and/or duration of an assessment planned for a programme of study.

3. Learning Outcomes

Learning outcomes are statements of an individual is capable to do by the end of a learning process.

4. Internal Verification

Internal verification is the process that Learning Works applies to assessment designs and assessment decisions.

C. PRINCIPLES & PROCEDURES

Assessments at Learning Works are governed by principles driven by the learning outcomes approach in order to ensure fairness, validity and reliability of the assessment tools/methods applied. Two procedures govern the internal quality assurance mechanisms:

Procedure 1: Ensuring that the assessment design is fit for purpose.

1. Teaching staff develops assessment in line with assessment policy and procedure.
2. Assessment is vetted by the Internal Quality Assurer who checks that the assessment :
 - covers the intended learning outcomes,
 - has a fair marking schedule,
 - variety of tasks are present in the assessment,
 - is valid, reliable and fair.
3. Recommendations for change and/or improvement are provided to respective teaching staff member given that the above conditions are respected.
4. Approved assessment is then issued to students.

Procedure 1: Ensuring that assessment decisions are fit for purpose.

1. On completion of student assessment, the respective teaching staff member corrects the assessment and provides documented and constructive feedback to students.
2. Internal verifier samples the corrected work of the teaching staff member to check that:
 - Feedback has been provided to students
 - Assessment decisions are fair and consistent
 - Final mark/grade is correct

D. APPEALS

Students have the right to appeal the assessment mark/grade obtained by requesting for a revision of assessment as per the Student Complaints and Appeals Policy and Procedure (LWP12) This request is first reviewed by an IQA and discussed with the Head of Institution. If the students appeal is accepted, the mark/grade is updated accordingly. The final decision based on the recommendation of the IQA rests on the Head of Institution

Charlo Bonnici
CEO

TYPE: POLICY

SUBJECT: **EQUALITY, DIVERISTY AND STUDENT SUPPORT POLICY**

REFERENCE: LWP04

DATE OF POLICY: 1st October, 2020

LAST REVIEWED:

APPROVED BY: Board of Directors

POLICY

EQUALITY, DIVERISTY AND STUDENT SUPPORT POLICY

A. POLICY & SCOPE

Learning Works provides the student with the support required in order to sustain their development during the learning engagement during their course of study. Students are informed of such support during the induction session of each course and through the student handbook. Learning Works adopts a student centred approach respecting the needs of a diverse student population which is taken into accounting during planning, programme delivery and evaluation stages of the student life cycle. The student support policy provides a description of the services offered, referral procedure, confidentiality clause and an account of the student support services employed by Learning Works.

B. DESCRIPTION OF SERVICES

Learning Works provides the following services to students:

1. *Counseling sessions*

Based on a relationship of trust and confidentiality, Learning Works offers its students with support focusing on feelings, emotions, experiences and/or behaviour with the aim of facilitating positive change. Professional counsellors are engaged by Learning Works on a case by case basis.

2. Therapy sessions

Based on a relationship of trust and confidentiality, Learning Works offers its students with support focusing on personal and/or family therapy. Professional therapists are engaged by Learning Works on a case by case basis.

3. Learning support

Learning Works provides students with additional learning support in cases of learning difficulties. Dedicated teaching staff are engaged on this support service on the basis of a referral process (explained in the next section).

4. Assessment support

Learning Works provides students with additional assessment support in cases of learning difficulties. Dedicated teaching staff are engaged on this support service on the basis of a referral process (explained in the next section).

C. REFERRAL PROCEDURE

Students are either referred to administration team by members of the teaching community or by a direct request from students. The administration team at Learning Works evaluates the nature of the case and then refer to external professional services for needed intervention.

D. CONFIDENTIALITY

All cases requiring any form of student support are bound with full confidentiality and non-disclosure. Learning Works adopts a strict policy of confidentiality on all student support services offered to its students.

E. RECORD KEEPING

Cases which lead to a referral procedure are assigned to a member of the administration staff to maintain a record of the specific case and to ensure that follow up action is conducted. All records are kept in a confidential database to support student cases.

Charlo Bonnici
CEO



TYPE: POLICY
SUBJECT: PERFORMANCE & ATTENDANCE POLICY
REFERENCE: LWP05
DATE OF POLICY: 1 st October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
PERFORMANCE & ATTENDANCE POLICY
<p>A. POLICY & SCOPE</p> <p>Participation/Attendance to lecturing sessions in the traditional formal sense and online learning (whether synchronous or asynchronous) is an individual student responsibility. Learning Works expects students to attend/participate in all learning activity and to complete assessments in time.</p> <p>Learning Works takes stock of attendance rates and adopts a policy of minimum 80% attendance/participation rate for each module of study. If students fail to reach the 80% threshold, the module of study is graded as failed.</p> <p>In addition, Learning Works takes into consideration the importance of student performance during their studies. Performance is regularly monitored by academic staff and administration staff at Learn.</p> <p>B. SPECIAL CIRCUMSTANCES</p> <p>LW applies an internal mechanism to consider special circumstances for students' participation/attendance. Students are required to inform their</p>

respective teaching staff member in any of the circumstances listed below in order to be recorded as excused.

1. Participation in an event/activity as part of a national activity
2. Death/Major illness of close family member of student
3. Legal proceedings
4. Participation in approved events/activity of Learning Works
5. Injury/Illness of student

The 80% threshold also holds when special circumstances activities are accounted for.

Charlo Bonnici
CEO

TYPE: POLICY AND PROCEDURE

SUBJECT: ONLINE LEARNING
REFERENCE: LWP06

DATE OF POLICY: 1st October, 2020

LAST REVIEWED:

APPROVED BY: Board of Directors

POLICY AND PROCEDURE

Scope: Learning works will use E Learning/blended learning where appropriate to support experiences that are flexible, responsive and effective and meet the needs of all its stakeholders mostly of the students themselves.

Introduction to Learning Definitions

eLearning

The term “e-learning” is referred to when learning is taking place using both a computer and the Internet. There are several facets to eLearning including the Hardware (computers, mobile phones, digital cameras), digital resources (the web, materials presented via Virtual, and online communication tools (e mail, chat forums etc)and Learning Environments, online libraries etc), software (tutorials, `office packages etc).

Blended Learning

The term blended learning is commonly referred to as a combination of face to face learning along with eLearning.

Different Forms and services

Products and services may vary and take different forms. These may be:

- Single courses and/or entire programs
- Entire courses and/or course units, lessons or components
- Aimed at individuals or entire groups in classes
- Offered for credit at 'Learning Works' and/or for general interest without credit

By eLearning the educational Institution referred to as 'Learning Works' shall refer to both terms using synchronous and asynchronous ways for the delivery of its training and learning programmes.

Whether synchronous or asynchronous the Lecturer/Tutor is responsible for the module being delivered while the student has the freedom to access the VLE anytime as it is available 24/7 and the synchronous sessions are recorded and made available on demand by the student. During synchronous sessions students are asked to keep the camera switched on and the microphone off at all times. Whenever a student would require or be required to intervene he/she will be expected to switch on the microphone. Among the e learning pedagogy there are discussion forums, recorded webinars and peer to peer comments.

Each student has their own assigned ID and student-generated password to log into learning management system.

Strategic Management

The strategy is to include both eLearning and Blended learning so it can move towards a student-centred learning covering all MQF levels.

Learning Works shall therefore commit itself to offer ways that students may choose to enrol and select the best possible option including the pattern or timeframe most suitable to them apart from the traditional way of face to face learning. Learning Works is also offering eLearning and blended learning to cater for student diversity. This shall also result in having Teachers/ Lecturers and support staff engaged in the process of enrolment and admission including teaching and learning using ICT and other resources which ultimately present e -learning/blended learning options apart from the face to face system.

The key features of the above are:

- Stakeholder Oriented – developed with particular attention on having a return on investment in eLearning especially for the learners.
- Consensus-based – developed through consultation with a balance of provider and stakeholders in Malta and beyond. Consultation is done through team and on-to-one meetings and through a request for written feedback to be submitted by email.
- Comprehensive – inclusive of all elements of the learning system: outcomes and outputs, processes and practices, inputs and resources.
- Futuristic – describing a preferred future rather than the present circumstances
- for design and delivery
- Distinctively European – reflecting the highest of European values and learning priorities
- Adaptable – best used for adult and further and Higher education and training, but adaptable to other levels of learning services
- Flexible – not all the above will apply in all circumstances and when E Learning involves activities or resources beyond Learning works, such as Virtual mobility of students, institutional partnerships or development of open resources, the roles and responsibilities will be clearly defined and controlled by operational agreements where appropriate.

The eLearning and Blended learning are also governed by Ethical and Legal considerations to be in line and conformity with GDPR.

Policy and Procedures

The Policy and Procedures pertaining to eLearning and Blended learning are the responsibility of the Chief Executive Officer of 'Learning Works' after discussing them with necessary stakeholders of the educational Institution and any advisors that might be required for review.

The Strategy for the Policy and Procedures are compatible with 'Learning Works' plans and 'mission statement' including National Education Policies and International practice.

These are made available for public knowledge through the website.

The Policy and Procedures address:

Management, responsibility and accountability
 Staffing and staff development
 Financial, physical and technical resources (including software)

Designing and Development of eLearning and Blended learning Programmes

The eLearning and blended training programmes are designed according to the Malta Further and Higher Education Authority (MFHEA) framework as stipulated in the Referencing report 4th Revised Edition February 2016 where reference is also made to 'The Bologna Process, in relation to the upholding of the ECVET and ECTS system, credit accumulation and transfer while respecting the workloads. The design and approval of programme is also guided by the institution's Design and Approval of Programmes (LWP16)

Learning Outcomes

The intended learning outcomes for each training programme are:

- Clearly stated
- Relevant, i.e., useful and appropriate for the intended learners
- observable / demonstrable
- Measurable
- Achievable and realistic
- Appropriate to the rigor and breadth of the award, certificate, Diploma, Degree or Masters awarded
- Consistent with the mandate of the provider

Curriculum and Training Programme Content

The Curriculum content is:

- Credible with sources identified
- Accurate
- Relevant
- Balanced and free of bias
- Updated consistently and routinely. documented
- Appropriate to the learning outcomes
- Culturally sensitive
- Consistent with current copyright laws of Malta

Training and Teaching Materials and other Research Resources

Both the teaching and learning materials are:

- Prepared by qualified content experts (author identified, recorded and documented) working with qualified design experts where appropriate (identified, recorded and documented)
- Readily available
- Learner friendly

- Interesting in content and layout
- Well-organized
- Free of cultural, racial, class, age and gender bias
- Accessible to those with disabilities
- Free from errors
- Adaptable to learner needs and abilities but still respecting the learning outcomes

Learning Aids and Technology for The Teacher and the Learner

Learning technologies provided are appropriate to:

- The field of study or subject matter content and skills
- The intended learning outcomes
- The relevant characteristics and circumstances of the learner
- The cost and benefit for the learner
- Provide multiple representations of content
- Enable concept mapping within the learning environment
- Make available real-world situations and simulations
- Provide assistance and guidance including communications to the learner

Learning materials and the delivery reflect sound technical design so that they are:

- Navigable
- Easily updateable and frequently updated
- Complemented by multimedia, rather than distracted by them
- Inclusive of “live” links to relevant and previewed documents subject
- In line with copyright law
- Reliable
- Sensitive to bandwidth constraints of students
- Compliant with current technology and ICT standards

Student Centred and User-Friendly Technology

The comprehensive course package (all materials and technologies) is:

- Appealing in appearance
- User-friendly
- Customizable
- Inclusive of all institutional services and activities (registration, payment, advising,
- tutorial assistance and library services provided by Learning Works)

- Complete
- Reviewed and evaluated routinely

Design of Assessments

The design of e-Learning/Blended courses uses a balance of formative and summative assessments to assess the intended learning outcomes against agreed marking criteria. Moreover, the timetable is formulated in a way to allow the student concentrate week by week and includes weekly readings where appropriate while the assessment is indicated up front, so the student has ample time to prepare.

e-Learning/Blended offers the student the opportunity to study at one's own time, place and pace. The learning Management system (LMS-AXONE) is available 24/7. However, the programmes have a starting date and a finishing date. The same applies for assessment. However, the Mitigating policy will apply should a student require extension of times. Programmes will be offered on full time or part time according to application for accreditation where applicable.

The design might also be flexible by combining e Learning and face to face to a programme or even a module on its own. The flexibility may depend on factors such as nature of learning outcomes or modes of assessment. In such cases the students are also informed up front if their attendance needs to be compulsory or participation may be beneficial but optional.

The design also allows student to student and Lecturer to student communication through the chat and Forum. The students are also informed beforehand if peer interaction/ discussions are essential to successful completion of the programme making this more student centred. Students will interact through the platform (ZOOM) used for live sessions for Synchronous learning.

Students will also interact via e mail and Whatsapp through chats created for each course delivered online/blended or through e-learning as well as face-to-face . For asynchronous learning the Lecturers and students will be using a platform including a Forum Discussion board and a Chat system while still being able to use the e mail for any type of communication.

the service an online library and web-based research. The online library can be accessed free of charge by the student through a computer, tablet or mobile. In addition the student is given access to an additional material found at the Institution's digital library in Qormi.

Plagiarism Policy

Plagiarism intentional or non-intentional is not allowed. 'Learning Works' is against Plagiarism and informs the student through its Policy and procedure on Plagiarism ref LWP8 in the student Handbook which is also found online on its website. 'Learning Works' makes use of the the Plagiarism software Turnitin to detect any plagiarised documents , assignments , long essays , etc.

Use of Technological Devices and Technical Assistance

The Development of online learning material is as such to be accessible and usable via a variety of devices including mobile phones. The material used is made up of videos, recorded webinars, power points, links to webs and you tube etc

All videos to be used as a mode of delivery in synchronous teaching are to be sent to administration for approval prior to use. If 'youtube' social media videos are to be used the lecturer should submit the link to that video for approval from the CEO to determine its quality and ensure the Institution obtains/has the necessary rights and permission from the owner of the Intellectual Property rights to share that material. Once approved the link can be part of the pedagogy used in teaching and learning.

The requirements for videos are as follows:

Resolution	Name	Quality
2560x1440	1440p	2K
1920x1080	1080p	Maximum resolution for HD
1280x720	720p	Minimum resolution for HD
854x480	480p	Standard definition

Ensuring Continuous Availability of Data

The technological infrastructure at Learning Works has been designed and developed with input from education and training experts together with information technology experts. The design process incorporated all elements of integrity expected from a further and higher education institution operating in Malta as defined by the IQA policy of Learning Works. Testing procedures deployed during the development of the infrastructure also ensured the reliability and availability of a solid technological infrastructure. Data is owned by Learning Works. In addition, data back up mechanisms are incorporated within the system ensuring that data is continuously available and owned by Learning Works.

Technology Technical Assistance

Technical assistance with the technologies being used and provided shall be applied to:

- The purpose of the technology(ies)
- The etiquette involved
- Skills and knowledge required to manipulate and interact with the technologies
- being used

Technology, computers and other ICT – are appropriately used to:

- Engage and support learners
- Accommodate and promote individualization
- Create opportunities for students to do meaningful work
- Increase proficiency at accessing, evaluating and communicating information
- Improve student abilities to solve complex problems
- Nurture artistic expression
- Enable active engagement in the construction of knowledge
- Meet National and International standards for students with disabilities

The following are engaged to provide technical assistance for e-learning staff at the three main stages i.e. production, delivery and access. When students require any assistance they will be assisted by members of Learning Works members of staff. Should an issue of a technical issue be something the members of staff could not handle, it will be referred to any of the below depending on the nature of the issue.

HIVE- which is a third party ICT specialist gives the technical assistance for the website

Right Brain another third party company gives the technical assistance through LMS-AXONE. This technical assistance is also provided by Seasus Ltd in view of the switchover to a new LMS at Learning Works – Moodle.

IT Department from (Vassallo Group) also gives technical assistance where needed and applicable. The administration also gives technical assistance where applicable.

Mode /s of Delivery for eLearning and Blended Training Programmes

Zoom is used for synchronous non-traditional online teaching whereas the preferred virtual learning platform for asynchronous will be Moodle as from 1st March 2021.

Students are provided with a password to access sessions on Zoom. They will also be provided with same for asynchronous eLearning courses.

Delivery of E Learning and Blended Training Programmes including Feedback

Feedback to student assignments will be delivered in a timely manner by the lecturer. It can be delivered to the whole class if the feedback is applicable to the whole class or else through one-to-one contact that can also be done.

Lecturers should also respond to all submitted work within two weeks (10) working days from the date of submission.

Student Contact Hours for courses will be determined according to the credit hours assigned to the course.

New students enrolling on a training programme with 'Learning Works' are required to attend an induction session which is provided online if the course is delivered online, as blended or e-learning. Students may also be invited by Learning Works to attend other training on online/e-learning.

Recruitment of Teaching Staff

Staff recruitment of instructors / teachers / professors is based on:

- Recognized qualifications in the subject area
- Teaching experience at the relevant level (e.g., secondary, adult)
- Relevant work experience and/or current knowledge in the field
- Appropriate skills to teach online (or have to go through a CPD)
- Content support persons, e.g., course tutors
- Tutors and mentors (lecturers or work based mentors)
- Process support persons, e.g., administration technical support
- Learning skills support (lecturer acting as Tutor)
- Career planning and employment counselling (to be referred to third parties if necessary)
- Problem-solving (CEO)

Programme Management Support

The person that is accountable for program management shall be 'The Chief Executive Officer' (CEO) and is accountable for:

- Student management and students' rights
- Learning management
- Technology planning and utilization
- Recruitment and selection of appropriate personnel
- Planning and evaluation of all aspects of the product/service
- Responsiveness and flexibility to the student and to changing learning requirements

- Maintaining links within the education and business communities
- Research and continuous improvement
- Financial viability and continuity

Since there can be usability issues of online environments, students and Lecturers encountering difficulties in navigating and learning, 'Learning Works' shall have pre-recorded videos to assist students before engaging. These will be available on the Learning Management System in use at the institution. Moreover, real time support is also provided by the IT department of 'Learning Works' on
 ctabone@learningworks.edu.mt
 or jbonello@learningworks.edu.mt or yseychell@learningworks.edu.mt
 or telephone 00356 22107219/229

Student Communications Support

Though 'Learning Works' is committed to provide the best services possible in relation to communications support there are shared responsibilities that students are made aware of. These include:

- Own responsibility for ensuring the minimum technology requirements to complete online courses, including access to a computer and printer and not less than a stable DSL Internet connection. Students may check with the CEO or Administrative Executive to ensure that they have access to accessible technology.
- Students and 'Learning Works' will answer all forms of communications in a timely fashion. 'Learning Works' (CEO or Administrative Executive) must communicate with students at least 24 hours before the time of lecturers' absence unless the absence is due to illness. In case of a cancelled synchronous session communication is done by Whatsapp or e mail if there is ample time.
- 'Learning Works' is committed to meet the specific needs of students with disabilities and complies with the provisions of the 'Equal Opportunities Act' and its Equality, Diversity and Student Support Policy (LWP04)
- `

Tutor and Mentoring Support

Lecturers acting as tutors are all qualified and currently using the 'Online Learning Platform' Axone or Moodle following the phasing out of Axone. When new Lecturers are recruited, they are either required to be already conversant with a Virtual Environment system or have the opportunity of attending any CPD whether with 'Learning Works' or any other third party to become competent in using pedagogy which is

appropriate for online teaching and Learning. Such CPD sessions are held on days and times deemed most convenient for lecturers.

All Lecturers shall act as tutors and support 'ad hoc' in several ways like direct face to face support before or after a lecture, through e mails or other type of social media. This is usually determined between lecturer and the student so that the communication is enhanced in the best way that suits the student, while considering the lecturer's availability and therefore this should finally be decided between the lecturer and the student. Any 'ad hoc' feedback is done within a minimum of 48 hours to 72 hours that a student makes a request for assistance. Tutors are to keep an eye on who makes contact or not and will ask those who do not make or seek contact to see and check if any assistance is needed. Tutors shall be active rather than passive.

Regular student support comes through feedback after every assessment whether formative or summative. The feedback can be in the form of e mails or any other means that helps the student learn. An example is group feedback or group discussion in class after a typical assessment or at the beginning of a course for induction purposes.

Mentoring tutors refers to the support given during on the job training where students are under supervision as they are still in a 'learning curve'. This type of support is usually engaged in the face to face situation, however this can be also adapted, depending on the nature of on the job according to a specific module. Example if marketing jobs are being done through computer and from any other place but the workplace this is also considered on the job training and mentoring can be through phone calls, emails, Zoom meetings etc.

A report is finally presented by the Mentor to 'Learning Works' both to the lecturer carrying out the module and the administrative executive

Learning Works will offer CPD to focusing on online teaching to all lecturers. This training will cover both the pedagogical aspect as well as the technical areas.

These skills will be asked for in the recruitment and interview process of new lecturers. For the current lecturers CPD training will be provided by experts in the field to ensure all lecturers are up to speed with the technology used for online teaching

Institutional Support, Archiving and Back up Plans

The management and implementation of the online (virtual) aspect of Learning Works' programmes will be handled by the institution's administration department located within the The Training Hub, The Landmark, Qormi.

'Learning Works' offers an open space and also provide laptop/s that can be used by students for e-Learning, research purposes and also to access 'online library' through the institution's VLE with photocopying facilities on demand at the Administration. Such access is given to each student via his/her device eg laptop, tablet or mobile. Each student is given access to additional material through the institution's digital library available at its Training Hub in Qormi.

These services are provided for reasons of limited domestic band with availability, software licensing or specialist video conferencing. The area might also be used for 'online examinations' purposes where the identity of the student needs to be verified. Same can be done with the actual classrooms.

'Learning Works' has a website which offers support for students who are still in the process to apply. The Prospectus can be found on the website, but can also be found as a hard copy.

The Prospectus has three direct e mail links for any support required and has a telephone number in case someone needs to speak and enquire directly.

The emails provided for direct student support are:

Academy Principal and CEO: cbonnici@learningworks.edu.mt

Administrative Executive: ctabone@learningworks.edu.mt

Administrative assistant: jbbonello@learningworks.edu.mt

Administration Clerk: yseychell@learningworks.edu.mt

Telephone number: 00356 22107219/00356 21584229 or 00356 79584200

Learning Works' LMS has the capability to store most of the data requested i.e. students' records, assignments and assessments. Other statistics are kept in Excel format. Learning Works makes use of this data to analyse the students' performance and attendance. It serves as the basis whenever decisions of an academic and administrative nature are taken. Statistics are also sent to the competent authorities as the MFHEA when requested.

Learning works guarantees that has a relevant data protection system and back -up mechanism using 'OneDrive' and supported also by our third party software and ICT technical support provider 'Right Brain' for Axone and Seasus for Moodle as from 1st March 2021.

Admissions.

To apply students need to visit the 'Learning Works' website on www.learningworks.edu.mt , select and choose the course they would like to follow by clicking the 'learn more 'and then click on the 'apply

now' button and present a digital copy the following documents after payment is complete:

- ID Card (both sides) or Passport
- Recent Photo or selfie
- Police Conduct (not older than 2 months)

- Certificates as per eligibility criteria

If the student is not sure of possessing the right qualifications student support is given by writing an email on info@learningworks.edu.mt The students will be informed by an e mail if they have been enrolled or not and also includes a Learning agreement.

Once students are enrolled students are given a link to access the online Platform. The mail will also have an e mail address to contact should the student encounter any technical difficulties with the online platform.

Applicants submit their application forms and pay their tuition fees online. Once the process is completed our administration department gets in touch with them with further details on the course. Each student is uniquely registered in our Learning Works System called Axone.

Collecting Student Feedback

The student questionnaire will include a question about the Policy and procedure for e -Learning/Blended learning so that the answers can be used in the Quality Cycle for the revision of Policies and Procedures

Quality Cycle for Revision of Training Programmes

An annual audit shall report if the Policies and Procedures are executed and exercised into practice and if the policy procedures needs to be arranged, re-written or re-arranged if these need to be enhanced. This report is carried out by a consultant for 'Learning Works 'who is qualified in Quality Assurance, having a number of years of expertise in the area.

Following feedback from the students and lecturers as well as external experts contracted by the institution, programmes would need to go through a review process to ensure that they are updated according to the latest technologies available for virtual teaching and learning.

Data will be collected through online surveys in which students and lecturers are invited to participate. These are carried out from time to time recorded and documented at the Administrative executive office to be made available for the annual audit

TYPE: POLICY
SUBJECT: MITIGATION POLICY REFERENCE: LWP07
DATE OF POLICY: 1 st October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>MITIGATION POLICY</p> <p>1. Definition</p> <p>Mitigating circumstances are circumstances that are outside a student’s control which may negatively impact a student’s ability to undertake or complete any assessment, such that the assessment submitted would not be a true reflection of the student’s capabilities in normal circumstances.</p> <p>2. Considerations</p> <p>Such circumstances may include the following:</p> <ul style="list-style-type: none"> a) physical or mental ill-health; b) severe financial hardship; c) emotional/personal difficulties e.g. bereavement, family illness; d) disability i.e. where the student’s disability comes to light for the first time at assessment; e) unavoidable absence g) loss of immigration status; h) jury service/court attendance;

i) other serious circumstances which could not be foreseen by the student or serious circumstances beyond the control of the student.

3. Responsibilities

Students are responsible for submitting their assessments on time, presenting themselves for assessment and examinations at the appropriate times and venues, and submitting relevant information on mitigating circumstances where required.

Where mitigation is requested, the student is responsible for seeking academic advice. In turn, tutors refer the matter/s to the executive management of Learning Works.

Charlo Bonnici
CEO

TYPE: POLICY

SUBJECT: PLAGIARISM
REFERENCE: LWP08

DATE OF POLICY: 1st October, 2020

LAST REVIEWED:

APPROVED BY: Board of Directors

PLAIGARISM

1. Definition

Learning Works believes that "Plagiarism is a form of academic dishonesty that is considered a serious offense and carries severe penalties ranging from failing an assignment to suspension from school. You are guilty of plagiarism any time you attempt to obtain academic credit by presenting someone else's ideas as your own without appropriately documenting the original source."

2. Policy Statement

Learning Works will adopt a zero tolerance policy towards plagiarism as defined in the first section. All students will be informed of this policy and are expected to comply. This policy is an integral part of student information provided before entrance to a specific programme/qualification at LW.

3. Process

Learning Works places the responsibility of avoiding plagiarism on the students. Work produced by learners needs to be authentic and is checked by respective tutor. In addition, this is also checked by respective internal verifier.

In order to assist in this process, Learning Works has introduced anti-plagiarism software Turnitin to ensure a high quality standard for student work is achieved.

Charlo Bonnici
CEO

TYPE: POLICY

SUBJECT: RECOGNITION OF PRIOR LEARNING (RPL)
REFERENCE: LWP09

DATE OF POLICY: 1st October, 2020

LAST REVIEWED:

APPROVED BY: Board of Directors

POLICY

RECOGNITION OF PRIOR LEARNING (RPL)

Aim and Objectives

The aim of this document is to develop a robust and valid mechanism to recognise prior learning for students registering with Learning Works. To achieve this aim, the following objectives are being defined:

- a) Clearly define eligibility criteria for RPL process
- b) Outline internal process in alignment with internal quality standards
- c) Maintain mechanism for RPL and document control

Eligibility Criteria

The RPL policy and procedure at Learning Works is determined by a set of eligibility criteria as defined below. All criteria need to be fully met by potential student in order to proceed to the evaluation process.

Individual will be required to submit an application for evaluation given that he/she satisfies conditions for eligibility which include:

- a. Has work experience in related field
- b. Interested to enrol in a formal qualification
- c. Is willing to submit himself/herself to additional competency based tests/evaluation as part of the RPL process

Any credits gained through the RPL process can only be given to learners if all the programme of study is completed. The maximum amount of credits that may be gained as a result of the RPL process will not exceed 50% of the qualification/award chosen by the individual for formal learning.

RPL Process

The RPL process is categorised into three distinct phases, namely:

Phase 1 Information and Eligibility Check

The potential applicant is guided by a member of staff through the process for RPL. The learning outcomes achieved through prior learning are identified. Once this is done we will be able to guide the applicant in finding the right course. The applicant is then requested to fill in an application. He/she will be asked to provide evidence of competences gained through workplace learning. Learning Works is committed to support applicants in compiling the Learning Portfolio by helping them to identify the skills and competences achieved through learning or work experience.

Phase 2 Evaluation Process

The application is processed to check that all the required details submitted by the individual are correct and valid. Once the application has been validated by the member of staff, the applicant is requested to provide specific evidence eg portfolios, written and signed declarations by employers, work-related experience. The applicant is responsible for preparing, completing and submitting an application for RPL always rests with the applicant. The evidence submitted is then evaluated by an ad hoc admissions committee against the requirements and learning outcomes of the relevant programme. Should the need arise the ad hoc committee meets the applicant to obtain further information from

him/her. The applicant may be asked to sit for a competency-based test if the committee deems it necessary.

Phase 3 Results and Communication with applicant

Once the committee reaches a decision as to whether the applicant is deemed eligible or not for the course applied for he/she is informed in writing of its decision.

Charlo Bonnici
CEO

TYPE: POLICY

SUBJECT: REFUND
REFERENCE: LWP10

DATE OF POLICY:
1st October, 2020

LAST REVIEWED:

APPROVED BY:
Board of Directors

POLICY

Upon enrolling in a course offered by Learning Works, a student is entering a legal agreement in which they agree to abide by the conditions of enrolment (including meeting stated payments), in exchange for the service offered by the institution in the delivery of the course.

In a situation where a student wishes to cancel or change his/her enrolment, and as a measure of goodwill, Learning Works will allow the following options. A student may only take up one of these options once.

Please read the following options and apply in writing to student services.

Cancellation Policy

Students wishing to cancel their enrolment must submit notification of withdrawal in writing within 14 days of the confirmation of enrolment. In order to apply for a cancellation, the Student must email info@learningworks.edu.mt

It is recommended students contact Learning Works within 24 hours of submitting a cancellation request to confirm receipt. Learning Works accepts no responsibility for and will not be liable for non-receipt of messages or transmissions.

Refund Policy

Your completed enrolment form acts as confirmation of acceptance, and commitment to, paying all fees as stated on the enrolment form.

Students are considered to have commenced their course from the date that course login details have been issued by Learning Works.

Refunds may be granted in the event an application is submitted within 14 days of confirmation of enrolment. The refunded cost will be less the applicable Administration Fee, plus postage & handling costs where applicable.

In the event an assignment has already been submitted and returned, a refund will not be issued.

If you would like to request a refund, please email info@learningworks.edu.mt

Deferments and Extensions

Deferments and/or extensions may be granted at the discretion of Learning Works. Application for a deferment or extension must be submitted by email to info@learningworks.edu.mt. Learning Works reserves the right to refuse a deferment or extension request in the event that:

- Valid reason, with appropriate documentation, is not submitted
- The Student has requested multiple deferments and/or extensions
- The Student is not in good financial standing with Learning Works.

If Learning Works approves a deferment or extension, recommencement fees may apply.

Course Transfer

The the Student may apply for special consideration to transfer from one course to another. Applications must be made in writing by email to info@learningworks.edu.mt. A transfer fee of 50 euro per will apply. ACS will apply credit for monies paid for the original enrolment against the new module.

In the event an assignment has been submitted and returned approval for a course transfer will not be granted.

Charlo Bonnici
CEO



TYPE: POLICY
SUBJECT: CONTINUOUS DEVELOPMENT POLICY REFERENCE: LWP11
DATE OF POLICY: 1 ST October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>POLICY</p> <p>The Policy of Learning Works is to provide and support continuous professional development to its staff within resource limitations including financial resources.</p>
Charlo Bonnici CEO



TYPE: POLICY & PROCEDURE
SUBJECT: STUDENT COMPLAINTS, APPEALS & GRIEVANCES PROCEDURE
REFERENCE: LWP12
DATE OF POLICY: 1 st October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>POLICY</p> <p>STUDENT COMPLAINTS, APPEALS & GRIEVANCES POLICY AND PROCEDURE</p> <p>A. POLICY & SCOPE Learning Works is committed to respect the dignity of the individual and seeks to respect and promote the principles of diversity and inclusion. Learning Works adopts a zero tolerance policy on matters related to aggression, harassment (physical and/or verbal), aggression and unfair discrimination.</p> <p>B. CONFIDENTIALITY All cases are bound with full confidentiality and non-disclosure. Learning Works adopts a strict policy of confidentiality on all cases.</p> <p>C. PROCEDURE A formal procedure is adopted by Learning Works and consists of the following process:</p>

1. The student and/or staff members logs in a formal, documented complaint to any member of Learning Works top management team of his/her trust.
2. A written report is forwarded directly to the head of academy. The latter evaluates the case and appoints an ad hoc board to investigate the case.
3. A formal hearing is scheduled by the ad hoc board within a maximum of 8 days of appointment. The ad hoc board calls in any individual they deem fit for the effective proceedings of the hearing.
4. Following the formal hearing, the ad hoc board formulates the required action/s and informs the head of Learning Works for the execution of the action/s required.

D. APPEALS

An appeal procedure allows the appellant to log a request on the basis of the decision taken by the ad hoc board. All appeals are investigated by the board of directors. The decision of the board of directors is final.

E. RECORD KEEPING

A documented record of all grievances and complaints are recorded at the administration office of Learning Works. A dedicated file is allocated, which will also contain recorded decisions taken by the ad hoc board and board of directors. All records are kept for a minimum period of six years.

Charlo Bonnici
CEO



TYPE: POLICY
SUBJECT: ANTI-BRIBERY AND CORRUPTION POLICY REFERENCE: LWP13
DATE OF POLICY: 1 st October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>POLICY</p> <p>Learning Works abides by Vassallo Group’s Anti-Bribery and Corruption Policy reproduced hereunder:</p> <p>Vassallo Group adopts a zero-tolerance approach to bribery and corruption and is committed towards acting fairly, professionally, transparently and with integrity in all its business dealings and relationships. Vassallo Group is committed towards implementing and enforcing effective systems to counter bribery and corruption.</p> <p>1.0 Policy Applicability</p> <p>This Anti-Corruption and Anti-Bribery Policy (“the Policy”) shall apply to:</p> <ol style="list-style-type: none"> 1. All employees, officers, directors, and contracted personnel of Vassallo Group, and to such other persons as shall be designated by Vassallo Group from time to time (hereinafter referred to as “Employee”, collectively “Employees”); and, 2. All natural and legal persons (and their respective employees, officers and directors) that perform services for or on behalf of Vassallo Group, including without limitation, supply chain business partners, suppliers, consultants, contractors, distributors, and agents (hereinafter referred to as “Associated Person”, collectively “Associated Persons”).

Employees and Associated persons shall adopt at all times, high standard of behaviour and be guided by the general principles of honesty and transparency in personal and business conduct. Contracts and agreements entered between Vassallo Group and Associated Persons may contain more specific provisions addressing certain issues set out in this Policy. In the event of any inconsistency between this Policy and any other provision of a particular contract or agreement, the provisions in the contract or agreement shall prevail. This Policy is intended to supplement and not replace other codes of conduct, policies, rules and procedures of Vassallo Group which are applicable to Employees and Associated Persons. Any doubts on the interpretation and application of the codes, policies, rules and procedures applicable in a given situation, shall be immediately discussed with Vassallo Group's Chief Executive Officer or the respective line manager. The same shall apply for any conflict or inconsistency which may be detected by any Employee or Associated Person, between this Policy and any other provision in the code of conduct, policies, rules or procedures of Vassallo Group.

2.0 Definitions

In this Policy, unless the context otherwise requires, the following expressions have the meaning hereby assigned to them:

"corruption" is the abuse of entrusted power or position for the benefit of oneself or another.

"bribery" is the act of distorting competition by offering, giving, promising, accepting, or soliciting a financial or other advantage, usually in exchange for an unfair, improper and illegitimate commercial, contractual, regulatory or personal advantage.

"advantage" is a favour or any other benefit, whether in cash or in kind, tangible or intangible. This may include money, actual payment, gifts, donations, loans, fees, hospitality, services, discounts and offers, promise of employment, use of equipment / facilities, the award of a contract, lavish treatment, meals, entertainment, or anything else of value.

"improper" is an act which is illegal, unethical, or contrary to an expectation of good faith or impartiality, or the abuse of a position of trust. An improper act may be in relation to any business or professional activities, public functions, acts in the course of employment, or other activities by or on behalf of any organisation of any kind.

3.0 Principles and Expectations of Employee behaviour with Associated Persons, Third Parties and Clients

Employees and Associated Persons of the Vassallo Group shall not, directly or indirectly, offer, promise, agree to pay, authorise payment give, accept, or solicit anything of value even from their own funds to any customer, government official or any third party for the purpose of obtaining improper business advantage.

4.0 Gifts and Hospitality

Hospitality and gifts offered should be made in good faith and be reasonable and proportionate. Anything that is given to influence the

recipient into performing their function improperly shall be considered a bribe.

The exchange of gifts shall be permitted, provided that:

- a. it is given in Vassallo Group's name, not in the Employee's or Associated Person's name;
- b. not made with the intention to influence a Third Party to gain or retain business advantage or in exchange of favours / benefits;
- c. it is within the parameters of national law;
- d. it does not include any cash or cash equivalents;
- e. it is given openly, not secretly;
- f. it is of nominal value;
- g. is not a facilitation payment of any kind;
- h. it is seasonal, such as at Christmas time as it is customarily to exchange gifts;
- i. not given/received from Public Officials unless approved by Vassallo Group management.

Gifts that in nature exceed the above, must be reported to the CEO or to the line manager.

Private and group meals are allowed given that they are occasional and are considered to be a courtesy within the business context and there is a clear business purpose. These meals should not be intended to influence the behaviour of the receiver. Costs for such meals must be kept moderate, recorded and should not exceed €100 per person. Accommodation and related hospitality expenses may be paid for Employees by Clients provided that these are reasonable and proportionate such that cannot be perceived to compromise Employees' judgement or integrity.

Meals and accommodation expenses must not extend to the clients for spouses, partners or guests of Employees who have no direct professional relationship.

Events of training and conference-related expenses shall be recorded, have direct relevance to the Vassallo Group's business and shall be approved by the manager or CEO. Such costs shall not extend to spouses, partners or guests.

5.0 Donations

Vassallo Group encourages charitable donations and sponsorships. However, all donations must be legal and ethical under local laws and practices.

6.0 Associated Persons

Employees may not avoid Vassallo Group's policies and procedures by using an Associated Person to do what Vassallo Group could not do itself. Associated Persons should be objectively chosen and assessed before being retained by Vassallo Group, and Associated Persons should be selected solely on the basis of merit depending on the nature of the function.

7.0 Internal Controls

Employees are to record all monetary and economic transactions according to Vassallo Group's financial and internal control policies and procedures. The Company also acquires the services of an Internal

Auditor, tasked with reviewing and ensuring that these procedures are adhered to.

Relevant documents including accounts, invoices, memoranda and dealings with Third Parties, such as clients, suppliers and business contacts, should be prepared and maintained with strict correctness and completeness.

8.0 Monitoring

To ensure this Policy is adhered to, Vassallo Group's auditors may conduct unplanned audits. These comprise the review of agreements/contracts with Associated Persons, the review of transaction files and other financial records, and also carry out interviews with Employees and Associated Persons. Full cooperation with those audits is expected of all Employees and Associated Persons.

9.0 Breach of Policy and Reporting Procedure

It is the responsibility of the Employees and of the Associated Persons to prevent, detect and report bribery and other forms of corruption promptly to a member of the Board of Directors, the CEO or the line manager.

Vassallo Group promotes a speak up culture wherein Employees and Associated Persons should at all times feel comfortable to share their views, ask questions, alarm irregularities, express concerns, or report perceived breaches of this Policy.

10.0 Consequences for Non-Compliance

If an Employee fails to adhere to this Policy, then he/she may be subject to disciplinary action that may include dismissal from employment. Corrective measures will depend on the gravity of the case and will be applied in a manner consistent with Vassallo Group's policies. Auditors will be requested to investigate any suspected corrupt practices that may come to the attention of management or member of the board of directors, and management will ensure that anyone suspected of conducting corrupt practices is suspended until the outcome of an investigation is reported to the Board of Directors. The Board of Directors will act upon the recommendations of the auditors following the conclusion of the investigation.

In the event that an Associated Person fails to comply with any provision in this Policy and does not remedy the failure (if remediable) within 10 days of such Associated Person being notified in writing of the failure by Vassallo Group, then Vassallo Group may terminate the business relationship with such Associated Person (including terminating all contracts and agreements in force between Vassallo Group and such Associated Person) by means of written notice to such Associated Person, with immediate effect, without need of judicial recourse, and without liability for compensation or damages (whether direct and/or indirect) of any type or nature in favour of such Associated Person.

11.0 Revisions

Vassallo Group undertakes to review this Policy on a regular basis at its absolute discretion and shall introduce revisions where necessary or

appropriate. Vassallo Group may from time to time also issue addenda, guidelines and memoranda to this Policy.

12.0 Responsibility

Vassallo Group's HR Manager is responsible for the contents of this Policy and for the communication to the Employees and Associated Persons, of any revisions made to the Policy, prior to their implementation. The adherence to this Policy shall rest under the responsibility of the Chief Executive Officer ("CEO"), Employees and Associated Persons.

13.0 Training

The Company shall from time to time conduct training and information session to all Employees and managers to ensure that the application of this Policy is comprehended by all.

14.0 Confirmation

Employees and Associated Persons shall periodically and whenever requested by Vassallo Group (in the case of Employees, as a minimum once a year), individually confirm in writing, or by any electronic means introduced by Vassallo Group from time to time, that he/she has read this Policy and agrees to comply therewith.

Charlo Bonnici
CEO

TYPE: POLICY
SUBJECT: ANTI SLAVERY AND HUMAN TRAFFICKING POLICY REFERENCE: LWP14
DATE OF POLICY: 1 st October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>1. The Policy</p> <p>i. As one of the companies within the Vassallo Group, Learning Works disassociate itself with any activity/business which is directly or indirectly related or which might in any circumstances lead to modern slavery.</p> <p>ii. We consider modern slavery in all its' forms as a fundamental violation of human rights which deprives the person from his freedom and leads to exploitation. Mainly this includes but not exclude other forms:</p> <ul style="list-style-type: none"> • Slavery • Servitude • Forced and compulsory labour • Human trafficking <p>iii. As a company we strive to act immediately to address any issue related to modern slavery, adapting zero-tolerance approach by:</p> <ul style="list-style-type: none"> • Act ethically and with integrity at all time • Conduct our business within a legal framework • Set an effective system to continuously control that no abuse takes place

iv. To eradicate this inhuman activity, we continuously check that we do business with partners sharing the same values and that they promote an Anti-Slavery and Human Trafficking approach.

v. This policy binds all employees, in all levels, who work at Learning Works. It also expects that all students share and promote the same values.

vi. This policy is communicated to all employees and to all students and may be updated from time to time to reflect the latest developments.

2. Responsibility

i. The Directors within the company have the obligation to ensure that all the employees at all levels, third parties doing business with the company and students following courses at the Institution complies and share the values of this policy.

ii. It obliges the lecturers to promote the values expressed in this Policy during all their activities, but especially during lectures and take the necessary actions when they notice any activity which is related or might lead to the violation of human rights with regards to Anti-Slavery and human trafficking.

iii. This Policy obliges the students to act responsibly towards their fellow colleagues, act as guardians to each other and report immediately to the proper authorities any form of Anti-Slavery and Human trafficking suspects. This will help to eradicate and stop any illegal violation immediately.

3. Compliance

i. It is important that you read, understand, share, and comply with this policy.

ii. All those working with Learning Works are obliged to prevent, detect and report immediately to their next in line responsible person, any form of modern slavery. Furthermore, they are obliged to avoid doing any form of activity with third parties who does not share the values expressed in this Policy.

iii. All employees or students are expected to report immediately to their next in line responsible person any form of activity or any suspect of activity which might lead to modern slavery.

iv. To eradicate and address any form of modern slavery, all employees and students are encouraged to flag immediately to their next in line responsible person any suspect of violation with this regard.

v. The Whistle Blower Policy adopted by our company will offer you full protection and support to report immediately any form of modern slavery.

vi. If you have any suspect about any activity or have any concern about any action which involves or might lead to modern slavery, you are encouraged to disclose such suspects/concerns with your next in line responsible persons or any other responsible person of your trust within the company.

vii. If such disclosure will be affecting the rights or wellbeing of other humans with respect to modern slavery, the recipient is obliged to report immediately to the respective responsible next in line person, whilst protecting your confidentiality.

viii. This Policy aims to protect not only those who might be a victim of modern human slavery but also to those who have the courage to take the necessary actions to eradicate it. Therefore, if you feel that in some way or another you have been mistreated after reporting in good faith any action/activity which might lead to modern trafficking, you are highly encouraged to report this behaviour to your next in line responsible person or to follow our Company Student Complaints, Appeals & Grievances Policy and Procedure

4. Communication & Awareness

i. This Policy is communicated with all employees within our Company and all the students who register with us. It is not part of their contract; however, they are made aware of it when presented with the Company Policies.

ii. We share the values expressed within this Policy with our business partners and make them aware that we do not tolerate any violation with regards to modern slavery.

5. Breaches

i. Any breaches of this Policy would lead our employees to be stopped from any duties within the company and the students to terminate their course of studies.

ii. The company also exercise the right to withhold or stop any business or activity with third parties who will not share or at any time stop to share the values expressed in this policy.

Charlo Bonnici
CEO



TYPE: Policy
SUBJECT: Data Protection Policy REFERENCE: LWP15
DATE: 1 st October 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>Learning Works is part of the Vassallo Group.</p> <p>This privacy policy will explain how Learning Works uses the personal data of all students, employees, and other third parties who work, offer service or study at the educational institution.</p> <p>We collect the information from you when you use our website and when you visit our Learning Works Building in Level 2 Suite, The Landmark, 5 Triq I-Iljun, Qormi.</p> <p>This Policy includes:</p> <ol style="list-style-type: none"> 1. What data do we collect? 2. How do we collect your data? 3. How will we use your data? 4. How do we store your data?

5. Who has Access for the data?
6. Marketing
7. What are your data protection rights?
8. What are cookies?
9. How to manage your cookies
10. Privacy policies of other websites
11. Changes to our privacy policy
12. How to contact us
13. How to contact the appropriate authorities

1. What data do we collect?

Learning Works collects specific data according to the nature of the individual stance which includes all or part of the following data:

Students

- Personal identification information (Name, email address, phone number, etc.)
- Personal bust photo for identification
- Next of kin information (Name, email address, phone number, etc.)
- Bank Account details (To facilitate payments).
- Special Category Data (This will include any health conditions that we need to know to ensure safety and religion or belief to safeguard inclusion)

Employees

- Personal identification information (Name, email address, phone number, etc.)
- Next of kin information (Name, email address, phone number, etc.)
- Police Conduct.
- Personal bust photo for identification
- Pre-Employment medical assessment.
- Employees attendance and sick leave.
- Bank Account details (For Direct Credit purposes).
- Various internal standardised reports.

2.How do we collect your data?

You directly provide our Company with most of the data we collect. We collect data and process data when you:

Students

- Register online or communicate with us regarding our services on social media platforms.
- Voluntarily complete a customer survey or provide feedback on any of our message boards or via email.
- Use or view our website via your browser's cookies.
- Contact us using telephony, requesting information about Learning Works Courses
- Start studying with Learning Works.

Employees

- Contact us using telephony, requesting information about Learning Works Job-related opportunities
- Offer a service to Learning Works
- Start working with Learning Works

2a Our Company may also receive your data indirectly from the following sources:

Students

- Public Administration
- Various internal standardised reports created by the Learning Works to ensure progress along your educational journey and excellent service.

Employees

- Public Administration

- Various internal standardised reports created by the Learning Works to ensure progress along your educational journey and excellent service.

3.How will we use your data?

Learning Works collects your data so that we can:

Students

- Assist you in your educational plan and studies as requested by yourself.
- Make the necessary contacts in case of an emergency through different communication channels.
- Communicate to you the results of your assignments and examinations.
- Process the bills for all services/purchases requested.
- Contact you about the requests for services offered by Learning Works.

Employees

- Contact you about the requests for services offered by the company.
- Set up the legal framework for employment.
- Issue Employment contracts.
- Transfer Direct Credits to Bank accounts.

If you agree, Our Company will share your data with our partner companies so that they may offer you their products and services.

- Vassallo Group

4.How do we store your data?

Students

Our Company securely stores the hard copy data of students studying at Learning Works within the institution.

Some data might be stored on learners encrypted computers to complete their assessments.

Excess hard copy information will be stored at the institution's administration offices

Our Institution will keep your hard copy data for the period of 10 years. Once this time period has expired, we will destroy your hard data. However, for educational reasons Learning Works will permanently keep in a softcopy of some data under the supervision of the Learning Works administration.

This is in accordance with the GDPR, since educational information is important to assist students with their life progression. Additionally, special attention is given to ensure privacy and respect, and freedom from manipulation.

Employees

Our Company securely stores the hard copy data of the Learning Works employees within the institution.

Additional information and copies of some of the information kept at institution level will be kept at the HR Department.

Excess hard copy information will be stored at the Learning Works administration department.

Soft copy of the information is also kept in the Dakar software system which is a software product that assist Human Resources to manage Payroll, Personnel, Absence Management, Recruitment, Time & Attendance, Rostering, Training Management and Performance Appraisals.

5. Who has Access for the data?

Students

Authorised employees of any span of duty are responsible for the maintenance of all records which are required to be maintained

accurately and which pertain to educational progress and wellbeing while at Learning Works

These records may be inspected at any time as required by authorised administration personnel.

This is in accordance with the Data Protection Act, 2001 which regulates the processing of personal data whether held electronically or in manual form.

Employees

Authorised employees of any span of duty is responsible for the maintenance of all records which are required to be maintained accurately and which pertain to employee's journey within the company.

These records may be inspected at any time as required by authorised administration personnel.

This is in accordance with the Data Protection Act, 2001 which regulates the processing of personal data whether held electronically or in manual form.

6. Marketing

- Learning Works will be sending information and reminders to students and employees about internal events from time to time.
- Learning Works will be promoting its services and various celebrations using local newspapers and periodicals, leaflets, local news broadcast on different stations and various online social media.

You have the right at any time to object to participate in any material which Learning Works will be using to promote its services, as well as giving your data to other members of the Vassallo Group.

If you no longer wish to be contacted for marketing purposes, contact the Company's **Data Protection Officer**

7. What are your data protection rights?

Our Institution would like to make sure you are fully aware of all your data protection rights. Every user is entitled to the following:

- **The right to access**

You have the right to request Learning Works for copies of your personal data. We may charge you a small administration fee for this service.

- **The right to rectification**

You have the right to request that Learning Works correct any information you believe is inaccurate. You also have the right to request Learning Works to complete the information you believe is incomplete.

- **The right to erasure**

You have the right to request that Learning Works erase your personal data, under certain conditions taking in consideration the legal requirements.

- **The right to restrict processing**

You have the right to request that Learning Works restrict the processing of your personal data, under certain conditions taking in consideration the legal requirements.

- **The right to object to processing**

You have the right to object to Learning Works' processing of your personal data, under certain conditions taking in consideration the legal requirements.

- **The right to data portability**

You have the right to request that Learning Works transfer the data that we have collected to another organization, or directly to you, under certain conditions taking in consideration the legal requirements.

If you make a request, we have one month to respond to you. If you would like to exercise any of these rights, please contact us at our email or write directly to us on:

Email: dpo@vassallogroupmalta.com

Address: Data Protection Officer.
Vassallo Group.
The Three Arches, Valletta Road, Mosta. MST 9016

8. Cookies

Cookies are text files placed on your computer to collect standard Internet log information and visitor behaviour information. When you visit our websites, we may collect information from you automatically through cookies or similar technology

For further information, visit allaboutcookies.org

Learning Works or any of its online portals do not store personal information at any time.

9. How to manage cookies

You can set your browser not to accept cookies, and the above website tells you how to remove cookies from your browser.

However, in a few cases, some of our website features may not function as a result.

10. Privacy policies of other websites

The Vassallo Group website contains links to other websites. Our privacy policy applies only to our website, so if you click on a link to another website, you should read their privacy policy.

11. Changes to our privacy policy

Our Institution keeps its privacy policy under regular review and places any updates on this web page. This privacy policy is reviewed periodically or after any changes which might affect its applicability.

12. How to contact us

If you have any questions about Learning Works' privacy policy, the data we hold on you, or you would like to exercise one of your data protection rights, please do not hesitate to contact us.

Email: dpo@vassallogroupmalta.com
Address: Data Protection Officer.
Vassallo Group.
The Three Arches, Valletta Road, Mosta. MST 9016

13. How to contact the appropriate authority

Should you wish to report a complaint or if you feel that our Institution has not addressed your concern in a satisfactory manner, you may contact the Information Commissioner's Office.

Email: idpc.info@idpc.org.mt
Address: Office of the Information and Data Protection
Commissioner
Floor 2, Airways House, Triq Il-Kbira, Tas-Sliema. SLM
1549
Telephone: +356 2328 7100

Charlo Bonnici
CEO

TYPE: Policy
SUBJECT: Design and Approval of Programmes REFERENCE: LWP16
DATE: 15 th February, 2021
LAST REVIEWED:
APPROVED BY: Board of Directors
<p><u>The Approval Process</u></p> <p>The approval process is the means by which Learning Works determines whether a proposal for a programme meets its requirements and ensures that this programme is feasible, of the required quality and is deemed to provide candidates with a high quality educational experience. It assesses the quality and standards of proposed schemes and their awards and stimulates curriculum development through a process of critical evaluation by the teaching staff, internal and external peers.</p> <p>Documentary Requirements</p> <p>The precise format of documentation is a matter for curriculum development team within the institution to decide. However, there are a number of general principles governing the relevant documentation.</p> <p>Documents should be:</p> <p>A proposal for a programme should include:</p> <ul style="list-style-type: none"> • Subject/Area: • Title proposed: • MQF Level proposed: • Target candidates • Total amount of ECTS proposed:

- Whether programme is to be delivered face-to-face, online, blended or e-learning
- Overall Course Objectives
- Outline of course
- Total Learning Hours
- Total Contact Hours
- Total Assessment Hours
- Total Self-Study Hours
- Total Practice Hours if required
- Entry requirements
- Mode of Assessment per module
- Approximate duration of development

The decision whether a programme is developed is normally based on the quality of the proposal submitted, on an analysis of the quality and quantity of resources available to support the programme including the prospective availability of qualified tutors.

Once a decision is taken to proceed with the development of a programme the curriculum development team would need to identify the:

- Overall knowledge, skills and competences acquired by the learner at the end of the course.
- Learning Outcomes for Communication Skills for the whole course
- Learning Outcomes for Learning to Learn Skills for the whole course
- General Pedagogical Guidelines and Procedures for this course
- General description of minimum qualifications for tutors / lecturers for this course.
- Tutors for this programme who would need to be asked for an updated cv
- Detailed General assessment procedures.
- Whether there will be exit awards/qualifications
- Break down of each module with a detailed module description, competences, knowledge and skills expected to be achieved.
- Judgment Skills and Critical Abilities for the module
- Module-Specific Communication Skills
- Module-Specific Learner Skills
- Module-Specific Digital Skills and Competences
- Hours of Total Learning for the module broken down into total contact hours, hours for supervised placement (if required), self - study hours, assessment hours
- Percentage of Total Contact Hours delivered online (if applicable)
- Total Number of ECTS for the module
- Explanation how this module will be taught
- Explanation how this particular module will be assessed i
- Core Reading List and Supplementary Reading List
- Description of minimum formal qualifications and experience required to teach each module.

The last stage of the programme development process will be to transfer all the information onto the programme application form. For homegrown programmes the application form to be used is that supplied by the Malta Further and Higher Education Institution (MFHEA)

The final approval for a for a programme to be sent to the MFHEA is given by the Head of Institution who is to ensure that the updated details pertaining to the institution are included.

MONITORING & EVALUATION REPORT

Learning Works carries out an Internal Quality Assurance Review on the completion of a programme which considers assessment evidence, learner feedback and tutor/assessor feedback and evaluation.

This review along with other reports and feedback go together to provide Learning Works with an overall evaluation report on the programme.

CANDIDATE EVALUATION OF COURSES

The evaluation questionnaires (included as an annex to the IQA Manual), are analysed by the Head of Institution and the IQA who will decide whether action is needed ;

Analysis of candidate evaluation forms will be included in the Course Monitoring Report and will be used as input to the teaching staff appraisal process:

Charlo Bonnici
CEO

TYPE: Policy

SUBJECT: Records Management
REFERENCE: LWP17

DATE: 1st October 2020

LAST REVIEWED:

APPROVED BY:
Board of Directors

Introduction

Learning Works manages data as defined in the expected quality standard for information management. Learning Works maintains student records in Malta, keeping archives for 40 years. The collection of data is managed throughout the whole lifecycle of student activity at Learning Works from admission, registration, course attendance, performance and certification by the Executive Administrator at Learning Works. The Executive Administrator is also assisted by officers working at Learning Works to ensure the effective collection, management and storage of data. In addition, the Head of Institution monitors this data management process during the lifetime of student activity at Learning Works including student progression.

These are the processes to collect, monitor, manage and store information on student progression at Learning Works:

1. All documents created, received or maintained by staff of the institution in the course of carrying out their corporate functions constitute the official records of Learning Works. These records may be created, received or maintained in hard copy or electronically, and in all forms of media. Records and documentation created in the course of research,

whether internally or externally-funded, are also subject to contractual record-keeping requirements.

2. The persons within Learning Works responsible for the collation, processing, retention and analysis of data collated are the Head of Institution and the Executive Administrator who is also responsible for the day-to-day administrative work related to Learning Works.

3. Learning Works recognises that the efficient management of its records is necessary to support its core functions, to comply with its legal and regulatory obligations and to contribute to the effective management of the institution.

4. The records provide evidence of functions executed and activities performed, and comprise a vital source of information as to how and why decisions were taken. Their effective management is therefore necessary to ensure that the records maintained are authentic, reliable and complete and to ensure that they are protected and preserved as evidence to support future actions and to ensure current and future accountability. This document provides the policy framework through which this effective management can be achieved and audited.

5. A small percentage of Learning Works' records will be selected for permanent preservation as part of the institution's archives, for historical research and as an enduring record of the conduct of business.

6. Learning Works strives to retain constant communication with the student. Such communication takes place before, during and after the end of the course. This is why the gathering of the basic reliable information through the application form is important. Before the commencement of every course Learning Works ensures the prospective student is fully aware of what is required from him/her, all the dates of lectures, assignment deadlines and examinations and other important information. During the course the Institution communicates with students to ensure that the student's learning journey is to the student's satisfaction and to address any issue that may crop up. Once the students complete the course of studies the Institution may still retain communication with the student both to inform him/her of new courses and opportunities for further study but also to collate data that may be required by the competent authorities or for the purpose of conducting a tracer study. For this purpose Learning Works retains basic data pertaining to all past students who either successfully completed a course of study or abandoned the course at some point. Learning Works uses this data to analyse whether the student manages to enter the labour market on obtaining the qualification and whether he or she continued to study. This information enables the Learning Works to plan its future courses.

7. The data and information collected, analysed, managed and stored in an electronic Learning Management System maintained by Learning Works includes:

- Staff and tutor personal records
- Student registration details
- Student attendance records
- Student participation in class
- Student retention
- Student success rate
- Results of student assessments and awards
- Student feedback
- Complaints
- Appeals

Definition of Records Management

8. Records management is a field of management responsible for the efficient and systematic application of controls and procedures to the creation, maintenance, use and disposal of records, comprising a series of integrated systems related to the core processes of Learning Works that ensure that evidence of, and information about, its business activities and transactions are captured and maintained as viable records. Elements of records management include correspondence and forms management, identification of the staff member responsible for the record, records classification, files management, retention scheduling, disaster planning, vital records protection, inactive records storage and management, archival preservation activities and destruction of records.

Objectives and Responsibilities

9. Good records management is of particular significance in the context of the diversity of Learning Works functions as expressed in its mission statement and policies. Effective records management enables Learning Works to create and maintain records that allow it to:

9.1 conduct business in an orderly, efficient and accountable manner,

9.2 deliver core functions in a consistent and equitable manner,

9.3 support and document policy formulation and managerial decision-making,

9.4 provide consistency, continuity and productivity in management and administration,

9.5 meet legislative and regulatory requirements, including archival, audit, and oversight activities,

9.6 protect the interests of the organisation and the rights of employees, students, clients and present and future stakeholders,

9.7 support and document current and future research and development activities, developments and achievements, as well as historical research,

9.8 maintain corporate, personal or collective memory.

10. Learning Works will, through its senior management, ensure the creation and management of authentic, reliable, complete and usable records, capable of supporting Learning Works functions and activities for as long as they are required. The objectives of the policy are to:

10.1 support records management within Learning Works.

10.2 support organisational compliance with legislation and Learning Works regulations.

10.3 ensure the preservation of records of permanent value and establish criteria to maintain and assure continued access for Learning Works to appropriate historical records.

11. The Head of Institution and Administrative Offices have overall responsibility for the management of record, by ensuring that the records created, received and controlled within the administration office, and the systems (electronic or otherwise) and procedures they adopt, are managed in a way which meets the aims of Learning Works record management policies.

12. Learning Works Head of Institution is responsible for drawing up guidance for good records management practice and promoting compliance with this policy in such a way as to ensure the easy, appropriate and timely retrieval of information.

13. Individual employees must ensure that records for which they are responsible are complete and accurate records of their activities, which are maintained and disposed of in accordance with Learning Works 's records management guidelines.

Learning Works Records

14. The records of Learning Works consist of information, regardless of format, created or received by Learning Works officers and employees in the course of performing official functions on behalf of Learning Works and held as evidence of its organisation, functions, policies, decisions, procedures, operations, and internal or external transactions. Records

can be recorded on any physical form or medium, including paper or electronic.

15. All records created or received by Learning Works and its officers and employees in the course of their official duties are the property of Learning Works and subject to its overall control and must be created, maintained, used and disposed of in accordance with approved procedures and guidelines.

17. All records created and received by Learning Works or its officers and employees in the course of their official duties must be retained as long as required to meet legal, administrative, financial and operational requirements of Learning Works. Nothing in this policy requires the retention of records longer than is necessary.

18. All records created and received by Learning Works and its officers and employees in the course of their official duties must be disposed of in a manner commensurate with the confidentiality of the information they contain and shall be managed and stored in a suitable format to retain quality, relevance, accessibility, durability and reliability.

19. All records created and received by Learning Works and its officers and employees in the course of their official duties that are permanently preserved must remain subject to the control of those officers and employees.

20. Learning Works acknowledges its responsibility to give adequate support to the records management function through appropriate resourcing, the development and periodic review of a records management implementation plan, records classification scheme, records retention schedule and best practice guidelines.

Relationship with Existing Policies and Legislation

21. This policy has been formulated within the context of Learning Works Mission and Objectives, its policies and guidelines, national legislation and professional standards for records management. It is intended to act as a framework to support standards and promote compliance with legislative and regulatory environments.

Learning Works **Archiving Policy**

1. Introduction

1.1 The Archiving Policy is subsidiary to the Records Management Policy, existing to clarify and ensure the implementation of archival issues encapsulated in the Records Management Policy.

1.2 Learning Works has an obligation, in line with the Records Management Policy, to implement and preserve good archiving procedures and processes.

2. Definition of Archives

2.1 Some common definitions of archives are:

- Records that are preserved permanently because of their enduring value.
- The building, room, or storage area where archival material is kept.
- An organisation responsible for archival material (e.g. the National Archives).

2.2 Learning Works extends this to include records that are preserved semi-permanently, and those records which are stored where it is not feasible to include them in situ in the office environment.

3. Learning Works Archival Records

3.1 Learning Works archival records are those records which are no longer current but which have been chosen to be preserved, for a specified length of time.

3.2 The records that are eligible to become archives may need to be kept permanently because they are evidential, or for some other legal reason. They may be a historical record of the academy. They may have a wider value to the community. Or they may have a business need value.

3.3 The Archives might consist of: Learning Works historical data , correspondence of senior officers, building contract documents and financial records, past student records, research records of former staff and students, photographs and ephemera, records of collaborations with outside bodies. There may be others.

3.4 These records may be original documents, often unique, and they may be irreplaceable. An archival record may be the only copy that exists anywhere.

3.5 Archival records could be in any format or medium. They can exist electronically, although the vast majority may well be in paper.

4. Objectives and Responsibilities

4.1 All records placed in Learning Works on-site physical storage system will have a review date, when they will be referred to the person responsible for their storage.

4.2 The format or medium of archival records will be appropriate to the length of their retention, and to changes to technology, in terms of equipment or obsolescence. Archival documents by their nature will be permanent or semi-permanent, and so the medium chosen to store them should be long-lasting.

Recommendations for the Storage and Exhibition of Archival Documents.

4.3 It is the aim of Learning Works to have a central archive for historical documents with permanent value, but those archives with a local significance will continue to be dispersed around Learning Works.

4.4 Learning Works will adhere to data protection principles as set out in the Data Protection Act when storing and keeping personal data.

4.5 Learning Works will be aware of the obligations placed upon it by the International Community and other related legislation, when storing and keeping its archival records.

4.6 Learning Works will be aware of its obligations to its students and staff, both past and present, when storing and keeping archival records.

4.7 Learning Works will adopt appropriate and adequate security measures for storage of and access to archival records in whatever format, dependant on the record type.

4.8 There will be an adequate and appropriate allocation of resources by Learning Works to maintain its archival records, specifically in terms of staff time, storage space and equipment.

Charlo Bonnici
CEO

TYPE: Policy
SUBJECT: Public Information REFERENCE: LWP18
DATE: 15 th February, 2021
LAST REVIEWED:
APPROVED BY: Board of Directors
<ul style="list-style-type: none"> a. Learning Works publishes on its website, prospectuses and various other media the following information: b. General Information about Learning Works <ul style="list-style-type: none"> 1. Facilities 2. Location 3. Contact details 4. Accreditation 5. Academic Team c. Course information <ul style="list-style-type: none"> 1. Course Title 2. EQF/MQF Level 3. ECTS/ECVET Learning Credits 4. Course Code 5. Course Rationale 6. Learning outcomes 7. Teaching methods 8. Assessment procedures including pass mark for each course 9. Entry Requirements 10. Opportunities for further study and Career Progression 11.

d. All of the above information is reviewed:

1. Annually
2. Upon the introduction of new courses
3. Upon the amendment of course details/information

The Executive Administrator is responsible for the maintenance and updating of information on the website.

Charlo Bonnici
CEO

TYPE: Policy
SUBJECT: Teaching Staff REFERENCE: LWP19
DATE: 15 th February, 2021
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>Learning Works applies clear, fair and transparent processes for the recruitment, conditions of employment and professional development of such staff. This activity is co-ordinated by the Head of Institution at Learning Works through the deployment of the following actions:</p> <ul style="list-style-type: none"> • Selection and/or interview processes, • External (public) calls for recruitment, • Employment contracts in the form of contracts for services, • Engagement with key experts in education to develop CPD sessions, • CPD plan and activities for teaching staff, • Access to learning and academic resources for teaching staff. <p>Requirements:</p> <ul style="list-style-type: none"> ▪ For academic courses pegged at MQF level 1 to 5, all teaching staff are required to have at least a level 6 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience. ▪ For vocational courses pegged at MQF levels 1-4 all teaching staff are required to have at least a level 5 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.

- For any courses pegged at MQF levels 6 or 7 all teaching staff are required to have a qualification of at least 1 level higher than that of the course, in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.
- In the case of vocational courses up to level 5, when there is clear evidence that the local market does not provide tutors of the required qualification level Learning Works will submit a request for approval to the MFHEA for twinned provision, namely that in which a highly-experienced and effective tutor with a lower qualification level is mentored by a colleague with a qualification at the appropriate level, who will be involved in co-delivery, to ensure that the required level of learning outcomes delivery and assessment is maintained. This process will be monitored by the IQA procedures of Learning Works.

Charlo Bonnici
CEO



TYPE: Policy

SUBJECT: Learning Resources and Student Support
REFERENCE: LWP20

DATE: 15th February, 2021

LAST REVIEWED:

APPROVED BY:
Board of Directors

All students will be required to attend a 1-day intensive induction which in turn must include the following as a minimum requirement for discussion during induction:

- **Programme Aims**
- **Programme structure and scheduling**
- **Learning outcomes of programme**
- **Modules per semester –tutors**
- **Process of moderation of:**
 - Assignment briefs
 - Assignment grading
 - Ongoing internal verification of assignment briefs and graded assignments.
- **Marking Scheme—fail, referrals, pass, merit and distinction**
- **Student front page when submitting assignments—should include:**
 - Programme name
 - Name of Academic Institution
 - Awarding Body
 - Clear demarcation of lecturer teaching the module,
 - Demarcation of Module title
 - Assignment demarcation (ie: Assignment 1, 2, title if available, etc),
 - Name of the student (including student ID)
 - Deadline date according to assignment brief,
 - Word count
 - Plagiarism statement

- Extenuating circumstances: Policy and processes should a student not be able to submit an assignment on time.
- Tutorial Help: If a student does not understand a particular task then they should ask their tutor for help. Tutors are obliged to provide student with academic help if they should require it. Note: Student should not direct academic queries pertaining modules to personal tutors.
- Library facilities.
 - Key textbooks for a course are put on reserve. Students will be allowed to make reference to books in library. Books on reserve must always remain on school grounds in order to be accessible to all students
 - Use of in-house digital library
 - Use of on-line library
 - Use of Public University libraries
- **Submission of assignments:**
 - **Students must submit their assignments to the institution via its Learning Management System.**
 - **Should for some reason an assignment be presented in paper format the student will receive a Receipt depicting:**
 - Name of Programme
 - Student name and USN
 - The module for which submission has been made
 - Assignment Reference
 - Lecturer name
 - The date of submission
 - Students are required to keep their receipts in a safe place (preferable until the end of the programme).
 - If student assignment is lost then student submission receipt should presented to Academy Administration Office as proof of submission. As a safeguard, students should also keep a copy of their assignments at all times.
 - Should an assignment be lost and receipt presented to Learning Works Administration office, students will be required to resubmit the particular assignment, but will not be penalized for late submission

- Inform students that on the first day of class in each module, students should expect to receive from their tutors:
 - A week-by-week syllabus
 - Key textbook and additional reading required for the module
 - Contact details (e-mails, lecturer contact hours)
 - Discussion on aims of module and assessment strategy
 - For modules which include a practical element –practice handbooks should be distributed and discussed
- **Discussion of Student Complaints Procedure according to the Academy’s policies and procedures**
- **Discuss Plagiarism policies and procedures**
- Learning Works Academy referencing manual and review with students
- Discuss “Turnitin” software. Provide an example of how it works
- **Health and Safety issues - eg:**
 - In case of fire
 - In case of illness

Personal Tutors

- An important mechanism to the success of a course/programme will be making sure that student academic, pastoral and personal development needs are met.
- Following formal acceptance on a programme of study, each student at Learning Works is assigned a Personal Tutor. The role of the Personal Tutor is to provide the student with pastoral care and advice on issues relating to their performance on their course as well as personal issues. The following tasks are regarded as belonging to the domain of duties of a personal tutor:
 - a student will have the opportunity to meet with his/her assigned personal tutor at least once a month to support the Personal Development Planning (PDP) process. During PDP sessions, students will be required to bring PDP diaries (retained by students) to each scheduled session.
 - be available to assigned students to discuss problems and needs of a pastoral nature.

- provide students with information to address academic issues
- give advice to students that will allow each student to plan a sensible route through the course/programme
- personal tutors will assist students in securing work experience placements during student holiday time, if this is desired by the student; the tutor will facilitate this process by providing feedback on students' CVs and letters of enquiry as well as suggesting appropriate placement opportunities to the student
- advise students on administrative mechanisms available to support academic, personal needs

Charlo Bonnici
CEO

TYPE: Student Charter
SUBJECT: Student Charter for Learning Works Students REFERENCE: SC01
DATE: 1 st October, 2020
LAST REVIEWED:
APPROVED BY: Board of Directors
<p>This Students' Charter is intended to outline the core rights and responsibilities of all students attending a course of studies at Learning Works. It aims to guide students towards behaviours and practices that will not only ensure their own success during the time spent at Learning Works and beyond, but also contribute to the safety, happiness and strength of the whole educational institutional community.</p> <p>REGISTRATION WITH US</p> <p>When you register with us, we offer you a consistent and transparent procedure based on criteria formulated and presented to the Maltese National Commission for Further and Higher Education (NCFHE) during the programme accreditation process.</p> <p>To ensure honesty in the eligibility process we publish all programme requirements on a public domain and expect you to respect the programme criteria when register for a course of studies.</p> <p>REFUND</p> <p>Upon enrolling in a course offered by Learning Works, you are entering a legal agreement in which you agree to abide by the conditions of enrolment (including meeting stated payments), in exchange for the service offered by the institution in the delivery of the course.</p>

However, should you wish to cancel or change your enrolment, as a measure of goodwill, we will be able to allow specific changes under certain circumstances and which might involve an administration fee.

ASSESSMENT

We promote assessment methods that are both formative and summative in nature.

Since your work is highly valued at Learning Works, we consider assessment as an integral part of your learning process and we set-up an internal quality assurance processes to ensure fairness and good quality.

SUPPORT

While you are with us, we will provide you with the support required to sustain your learning development during your course of study.

We adopted a student-centred approach respecting the needs of a diverse student population. Our planning, programme delivery and evaluation stages of your learning cycle reflects this approach.

We have several services in place to support and offer career guidance and counselling should you feel the need to use them. We assure you that we will be respecting your confidentiality.

Should you need more information please visit us at Level 2 Suite, The Landmark, 5 Triq l-Iljun, Qormi. To assist you efficiently we adopted an open-door policy.

To set an appointment or request other information you can reach us by telephone on +356 2210 7219 / +356 or +356 2210 7229, email us on info@learningworks.edu.mt, or by filling the form attached with this link <https://www.learningworks.edu.mt/contact-us/>

What students can expect from staff

- Honesty and respects at all time on the campus and beyond, including the time spent on social media.
- Respect to the dignity of the person and effort to acknowledge and promote the principles of diversity and inclusion.
- Teaching staff who are familiar and competent in the design, delivery, and correction of assessments.
- Dedicated teaching staff who are engaged in teaching and ready to offer continuous support.
- Assessment practices which are in line with assessment policy and procedure.
- The right to appeal the assessment mark/grade obtained by requesting for a revision of assessment.
- The methods of assessment and assessment criteria will be published in advance.
- To receive formative feedback with all assessments undertaken.
- Assessment is consistent, fair, valid and reliable.
- Additional assessment support in cases of learning difficulties.
- Relationship based on trust and confidentiality.
- Support focusing on personal and/or family therapy.

What students can expect from students

- Honesty and respects at all time on the campus and beyond, including the time spent on social media.
- Respect to the dignity of the person and effort to acknowledge and promote the principles of diversity and inclusion.
- Good relationships with colleagues to help overcome difficult situations.
- Collaboration during learning.
- Commitment to keep all campus resources available to all colleagues and to take care of them.
- Responsibility to leave the classrooms and campus environment clean and organised at all time.

What staff can expect from staff

- Honesty and respects at all time on the campus and beyond, including the time spent on social media.
- Respect to the dignity of the person and effort to acknowledge and promote the principles of diversity and inclusion.
- Professional collaboration between members of staff to enhance the student experience at the campus.
- Collaboration with Learning Works administration and Internal verification officials.
- Participation in continuous professional development to ensure a successful teaching environment.
- Sharing of teaching resources offered by Learning Works.
- Professional outlook at all time.
- Shared vision and adherence to Learning Works Policies and Procedures.
- Teamwork based on good communication and cooperation.

What staff can expect from students

- Honesty and respects at all time on the campus and beyond, including the time spent on social media.
- Respect to the dignity of the person and effort to acknowledge and promote the principles of diversity and inclusion.

- Active participation/attendance to lecturing sessions both on campus and online learning.
- Honest collaboration between students and their lecturers.
- Constructive recommendations and feedback for change and/or improvement.
- Participation in all learning activities and to complete and hand assessments in time.
- Responsible students who present themselves for assessment and examinations at the appropriate times and venues.
- Assertive students who are willing to submit relevant information on mitigating circumstances if required.
- Authentic work of high quality.
- Students who act on the high-quality feedback offered by lecturers and develop ways to be independent learners.

Charlo Bonnici
CEO

Peer Review Form -

Name of Programme:

Name of Lecturer:

Name of IQA:

Date:

*** Required**

1. 1. SUBJECT MATTER CONTENT *

Check all that apply.

- Does lecturer show good command and knowledge of subject matter?
- Does lecturer demonstrate breadth and depth of mastery?

2. 2. ORGANIZATION *

Check all that apply.

- Does lecturer organize subject matter?
- Does lecturer show preparation?
- Is lecturer thorough?
- Does lecturer emphasize and summarize main points?
- Does lecturer meet class at scheduled time?

3. 3. RAPPORT *

Check all that apply.

- Does lecturer holds interest of students?
- Is lecturer respectful, fair, and impartial?
- Does lecturer provide feedback, encourages participation?
- Does lecturer interact with students?
- Does lecturer show enthusiasm?

4. 4. TEACHING METHODS *

Check all that apply.

- Does lecturer use relevant teaching methods, aids, materials, techniques, and technology?
- Does lecturer include variety, balance, imagination, group involvement?
- Does lecturer use examples that are simple, clear, precise, and appropriate?
- Does lecturer stay focused on and meets stated objectives?

5. 5. PRESENTATION *

Check all that apply.

- Does lecturer establish online course or classroom environment conducive to learning?
- Does lecturer maintain eye contact?
- Does lecturer use a clear voice?
- Does lecturer use strong projection?
- Does lecturer use proper enunciation?
- Does lecturer use standard English?

6. 6. MANAGEMENT *

Check all that apply.

- Lecturer uses time wisely
- Lecturer attends to course interaction
- Lecturer demonstrates leadership ability
- Lecturer maintains discipline and control
- Lecturer handles e-platform effectively

7. 7. SENSITIVITY *

Check all that apply.

- Does lecturer exhibit sensitivity to students' personal culture, gender differences and disabilities?
- Does lecturer respond appropriately in a non-threatening manner?
- Does lecturer create a pro-active learning ?

8. 8. ASSISTANCE TO STUDENTS *

Check all that apply.

Does lecturer assist students with academic problems?

9. 9. PERSONAL *

Check all that apply.

Does lecturer show evidences self-confidence?

Does lecturer maintain a professional compartment and appearance?

10. Strength observed

11. Suggestions for improvement

12. Overall impression of teaching effectiveness

https://docs.google.com/forms/d/1zDyblRxNt_aRbZFPfOG-_n3OizLzAfWyBX-B2o4LS9g/edit

3/4

Student Feedback Form : Name of Lecturer

Name of Course

Teaching Approaches

Please tick the response that represents your opinion

1. The lecturer stimulated my interest in the subject

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. The lecturer managed lesson time and pace well

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. The lecturer was organised and prepared for every session

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

4. The lecturer encouraged discussions and responded to questions

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

5. The lecturer demonstrated in-depth knowledge of the subject

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. The lecturer appeared enthusiastic and interested

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7. The lecturer used a variety of instructional methods to reach the course objectives (e.g. group discussions, student presentations, etc.)

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. The lecturer was accessible outside of class

Mark only one oval.

- Yes
 No

ASSESSMENT

Please tick the response that represents your opinion

9. Information about the assessment was communication early.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

RESOURCES AND ADMINISTRATION

Please tick the response that represents your opinion

10. The course is supported by adequate resources

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

11. The lecturer gave guidance on where to find resources

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

ADDITIONAL QUESTIONS

Please tick the response that represents your opinion

12. The syllabus was explained at the beginning of the course

Mark only one oval.

Yes

No

13. The course was delivered as outlined in the syllabus

Mark only one oval.

Yes

No

14. The lecturer explained the grading criteria of the course

Mark only one oval.

Yes

No

15. Comments:

OVERALL EXPERIENCE

Please tick the response that represents your opinion

16. This was a worthwhile class

Mark only one oval.

Yes

No

17. How likely are you to recommend this course to another student? (10 - Excellent, 1 - Below Standard)

Mark only one oval.

1

2

3

4

5

6

7

8

9

10

Other:

STUDENT SELF EVALUATION

Please tick the response that represents your opinion

18. I contributed constructively in class

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

19. I feel I am achieving the learning outcomes

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. Other comments that you wish to make

Lecturer Feedback Form - Name of Lecturer

Name of Course

1. I am satisfied with the way the programme is structured.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

2. Time allocated for the module I teach is adequate.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

3. As a lecturer I felt organised and prepared for every session.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

4. I managed to encourage discussions and responded to questions.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

5. Teaching online was a positive experience.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. Zoom was the right platform for online teaching.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7. I managed to use a variety of instructional methods to reach the course objectives (e.g. group discussions, student presentations, etc.)

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. I managed to provide information about the assessment early.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

9. The course was supported by adequate resources.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

10. I guided students where they could find resources.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

11. Adequate support was provided by Learning Works administration.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

12. The number of students in the class was manageable.

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

13. The syllabus was explained at the beginning of the course.

Mark only one oval.

- Yes
 No

14. The course was delivered as outlined in the syllabus.

Mark only one oval.

Yes

No

15. I explained the grading criteria of the course.

Mark only one oval.

Yes

No

16. Comments:

OVERALL EXPERIENCE

Please tick the response that represents your opinion

17. Was this is a good cohort?

Mark only one oval.

Yes

No

18. Students contributed constructively in class during the course.

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

19. I feel students have achieved the learning outcomes

Mark only one oval.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. Other comments that you wish to make

END OF DOCUMENT